Effective Use of Assessment Data

Demystifying Assessment
Terms of Assessment
What is Assessment?

Many institutions have adopted an assessment vision or approach that guides the overall institution’s assessment efforts. Take a look below at some of statements identified by other community colleges:

“Assessment of student academic achievement is the process of evaluating whether students are learning what we say they are learning. More specifically, assessment is the systematic collection, review, and use of information to increase students’ learning and development. Through a variety of measures, students are assessed to determine whether or not they are achieving the learning outcomes that faculty have determined for their courses and programs.”

Source: Washtenaw Community College [www.wccnet.edu](http://www.wccnet.edu)
What is Assessment? (Cont)

Another community college vision and approach to assessment……..

“Through student outcomes assessment, student attainment of specific learning outcomes is measured. Assessment allows MCC to document the impact that the college experience has on student learning, as well as improve academic programs. At MCC, assessment is a catalyst for faculty to reflect upon how and what we teach and to have dialogue about learning across disciplines.”

Source: Mesa Community College www.mc.maricopa.edu
What is Assessment? (Cont)

And another…………

“STLCC collects and uses assessment data to improve student learning, academic achievement, and institutional effectiveness. When combined with thoughtful interpretation by faculty and staff, assessment supports the overall decision-making needs of the College and the specific decision-making needs of individual units, departments, and programs.”

Source: St. Louis Community College www.stlcc.edu
Key Elements of Assessment

According to the review of each community colleges assessment statement and approach, it appears that many institutions identify many of the same elements within their assessment scope:

1. Assessment must occur “college-wide” in departments, classrooms, individual units, campuses, etc.
2. Assessment is conducted by faculty, professional staff, administration, and students.
3. Assessment is a systematic process to measure student achievement, learning, and quality services.
4. Assessment must occur to understand student learning, academic achievement during their college experiences, and stakeholder satisfaction.
5. Assessment is key to support data-driven continuous improvement on all institutional levels.
Assessment at WCCCD

The WCCCD assessment model serves as a holistic, district-wide framework to guide the involvement of all faculty and staff members in contributing to WCCCD’s continuous improvement. Assessment is the systematic measurement of student learning outcomes, student satisfaction, business and community satisfaction, and other indicators of the effectiveness of WCCCD’s performance.

Source: WCCCD Assessment Model
Benefits of Using Assessment Data

Faculty

1. Helps faculty obtain feedback on what, how much, and how well students are learning.
2. It provides systematic feedback to students about their progress.
3. Increases learner-centered and student-responsive classroom environments.
4. Helps teachers adjust their teaching strategies based on data.
5. Helps provide consistency across multiple course sections.
Benefits of Using Assessment Data on Students

1. Helps students understand faculty’s expectations.
2. Students are active learners and understand the connection between what they learned and the course content.
3. Helps students become self-reflective in what they learn.
4. Helps student awareness of their strengths and weaknesses.
5. Increased cohesive communication between faculty and students.
4-point Assessment Cycle

Setting Goals & Objectives

Assessment Cycle

Develop Assessment Strategies

Implement Assessment Strategies

Use Assessment Data
Helpful Hints for Setting Goals and Objectives

1. Ask a clarifying question of what you would like to accomplish.
2. Utilize the course syllabi learning outcomes to develop goals and objectives.
3. Make sure the objectives answer the questions, who, what, when, how, and how much.
Setting Goals and Objectives

Example

Question: Can students demonstrate discipline-specific writing skills?

Goal: Upon the completion of the course students will demonstrate discipline-specific writing skills.

Objective: Upon the completion of the course, 85% of the students will maintain a C or better on the final research methods report.
Helpful Hints for Assessment Strategies and Implementation

1. Remember the assessment strategies/activities should answer the questions, “what”, “how”, and “how much”.
2. Be sure to identify the expected learning outcome for each assessment strategy/activity.
3. Identify types of assessment data item used in the strategies/activities to measure your expected learning outcome.
4. Align the learning outcome to each assessment strategy/activities and respective data collected to measure student achievement.
Types of Assessment Data

There are two types of assessment data that are commonly used to measure student learning and course objectives:

1. *Direct Assessment* – Assessment data collected and evaluated to measure student achievement of learning outcomes directly from their work in the course.

2. *Indirect Assessment* - Assessment data collected and evaluated to measure student achievement of learning outcomes through students’ reported perception of their own understanding of what they learned in the course.
## Assessment Data Samples

<table>
<thead>
<tr>
<th>Direct</th>
<th>Indirect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (Graded)</td>
<td>Course Evaluations</td>
</tr>
<tr>
<td>Course Exams</td>
<td>Learning logs</td>
</tr>
<tr>
<td>Assignments (Graded)</td>
<td>Concept Maps</td>
</tr>
<tr>
<td>Student Portfolios</td>
<td>Student Satisfaction Surveys</td>
</tr>
<tr>
<td>Free Writing Essays</td>
<td>Exit Interviews</td>
</tr>
<tr>
<td>One Minute Written Summaries</td>
<td>Student Self-Assessments</td>
</tr>
<tr>
<td>Standardized Tests</td>
<td>Quizzes (non-graded)</td>
</tr>
<tr>
<td>Oral Exams</td>
<td>Student Field work reflections</td>
</tr>
<tr>
<td>Presentation Projects</td>
<td>Student Peer Evaluations</td>
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<tr>
<td>Rubrics (Assignments, etc.)</td>
<td>Student Course Journals</td>
</tr>
<tr>
<td>Field Work Evaluations</td>
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</tbody>
</table>
Assessment Strategies and Implementation

Example

Objective:
Upon the completion of the course, 85% of the students will maintain a C or better on the final research methods report.

Assessment Strategies for Implementation:

1. Provide students with the grading rubric criteria for the final research methods report.
2. Complete the grading rubric for all students that submit the final research methods report.
3. Record all students final grades for the research methods report and calculate the % of students that received a C or better on the final research methods report.
4. Compare actual findings with identified objectives (see above) to measure overall student achievement of the learning goal.
5. Implement, record, and analyze responses from a course evaluation to collect students reported perception and level of satisfaction with learning and exhibiting discipline-specific writing skills.
Next Step: Using Assessment Data

Assessment Mapping

- Goals and Objectives
- Implement Strategies
- Assessment Strategies
- Use Assessment Data

You Are Here

The Office for Institutional Effectiveness
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Assessment Mapping is an emerging trend in higher education to ensure effective use of assessment data and measurement of learning goals as it relates to:

- data collection
- analysis
- resulted outcomes
- possible reasons for each student outcome
- actions taken to inform decision-making and improvements.
## Assessment Mapping Sample

<table>
<thead>
<tr>
<th>Learning Goal</th>
<th>Direct &amp; Indirect Data</th>
<th>Objective</th>
<th>Outcome</th>
<th>Possible Reasons for Outcome</th>
<th>Actions Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will…</td>
<td>Rubric Scored Writing Assignment</td>
<td>85% of the students will maintain a C or better on the final research methods report.</td>
<td>35 of 40 (87.5%) students maintained a C or better on the final research methods report.</td>
<td>Students exhibit exceptional writing skills on the 1-minute written summaries</td>
<td>All enrolled students will complete a 1-minute written summary to measure skill level.</td>
</tr>
<tr>
<td>Demonstrate discipline-specific writing skills</td>
<td>Course Evaluations</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td>1-minute written summaries</td>
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</table>

### Master Course Content
Assessment Mapping is an important resource to organize and manage assessment data effectively to support data-driven decision-making and plans for improvement. It provides:

1. A visual resource of specific learning goals, objectives, assessment data, student achievement outcomes, findings, and possible action plans for improvement.
2. A term summary of any strengths, challenges, and respective plans for improvement as it relates to each learning goal at a glance.
3. Evidence/data to support program level and course level plans for continuous improvement and/or interventions to increase student achievement.
Questions??

Please feel free to contact Johnesa Dimicks by email jdimick1@wcccd.edu or call 313-496-2796 with any questions or comments about the presentation.