

# ASSESSMENT REPORTS: FEEDBACK, QUALITY, AND CLOSING THE LOOP

Academic Assessment Council Workshop

March 25, 2016

# Assessment Reports: Feedback, Quality, and Closing the Loop

## ■ WELCOME

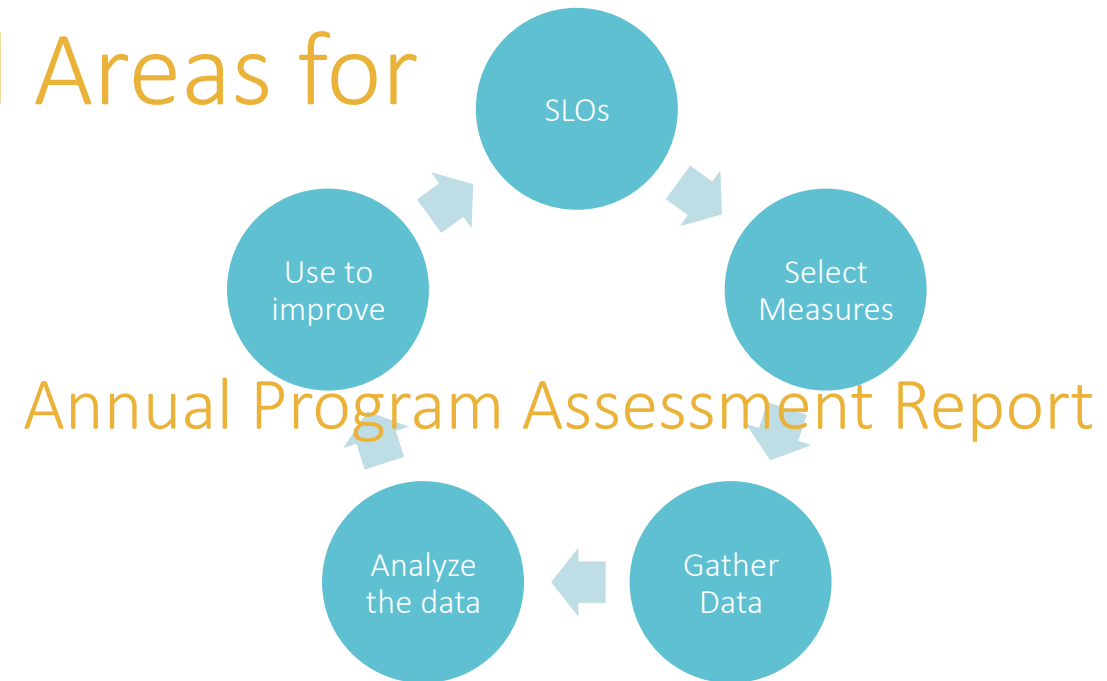
## ■ OBJECTIVE:

*Engage faculty in the evaluation of completed assessment reports in ways that can reinforce best practices for quality, while emphasizing steps for closing the loop.*

1. Participants actively identify and discuss elements of good quality assessment practice and areas for improvements
2. Participants identify potential or actual opportunities for closing the loop
3. Participants explore the various ways of closing the loop

# The Assessment Report: Many Uses

- Provide Critical Feedback & Reflection
- Provide On-Going Documentation
- Identify Achievements and Areas for Improvement



# The Assessment Report: Evaluation

<b>REPORT EVALUATION AREA</b>	<b>EVALUATION CRITERIA</b>
<b>Overall Report</b>	Is the report clearly written and reasonably complete? Based on the report, can you understand and evaluate what was done? Are important details missing?
<b>Evidence Collected</b>	Did they collect reasonable evidence in reasonable ways? Was the sample representative and reasonably sized?
<b>Assessment of the Evidence</b>	Did they do it well? Did they apply a reasonable rubric or scoring system? Were readers calibrated? Were assessments reliable?
<b>Use of the Evidence</b>	Did they use a reasonable decision process and reach reasonable conclusions about student mastery of the outcome and how to close the loop, if needed? Have they followed through on previously reported plans to close the loop?

# The Assessment Report: Evaluation Exercise

**In the following exercise, in groups, we will evaluate 3 brief Assessment Reports, using the standards noted, to achieve the following goals:**

1. Identify and discuss elements of good quality assessment practice and areas for improvement
  - See Report Evaluation Criteria – prior slide and on handout
2. Discuss steps towards, and/or identify opportunities for closing the loop

# The Assessment Report: Evaluation Exercise

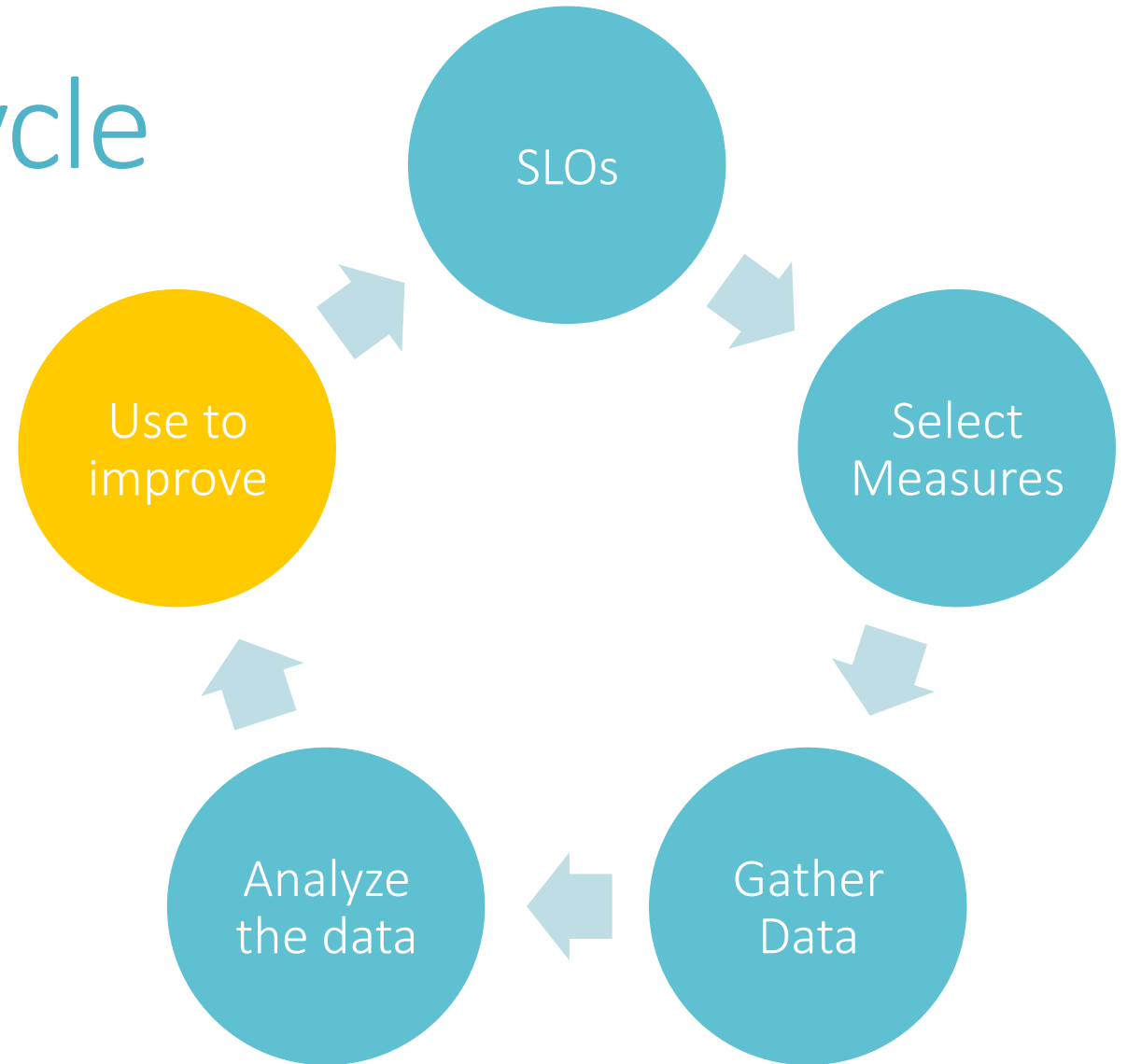
- Work individually and then with group to Evaluate the Program Reports
- Identify points of praise and constructive criticism
- Record ideas
- Share an observation with large group
- Repeat with additional Program Reports

# Closing the loop

Exemplars from Chico State

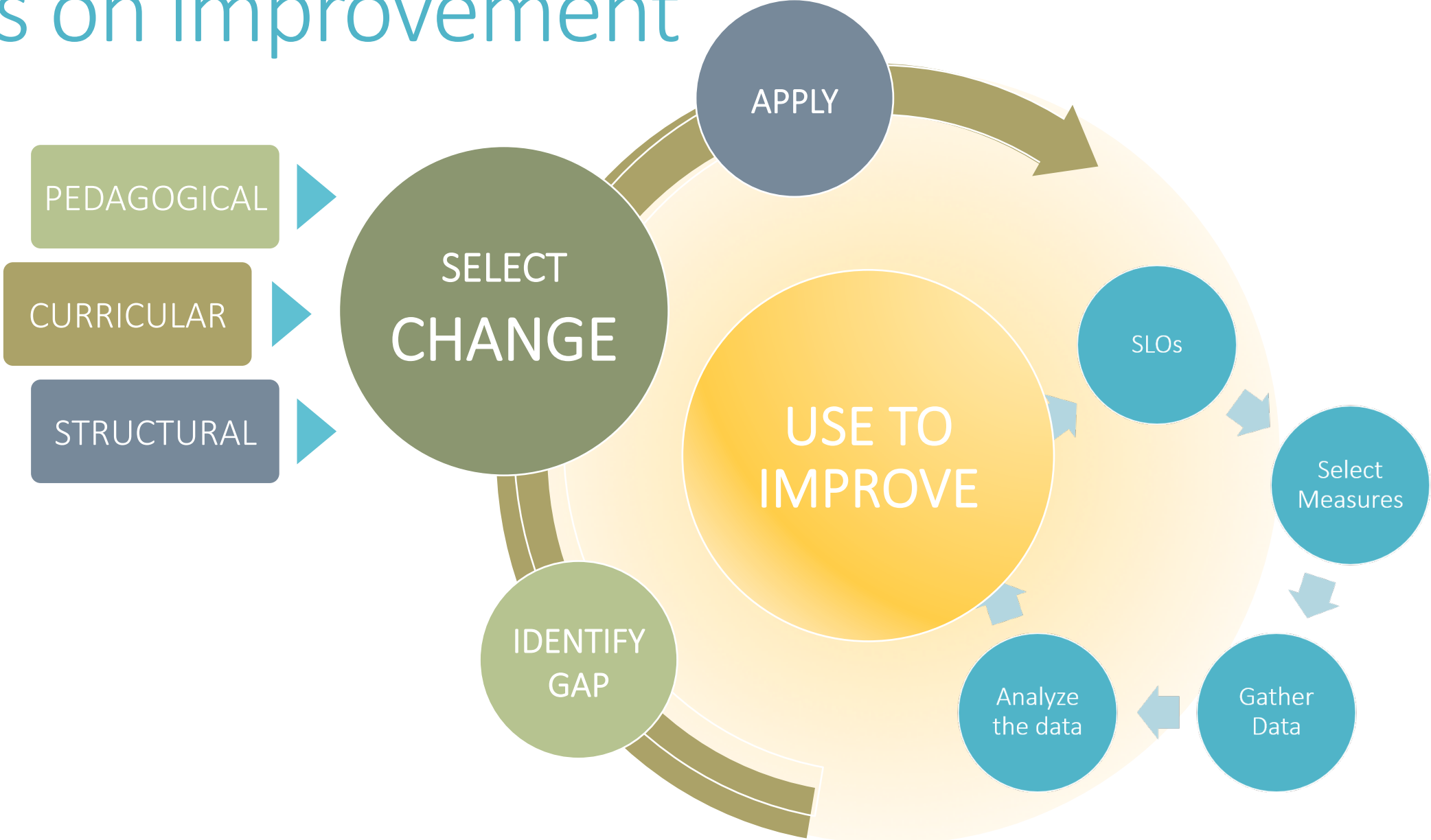
# The Assessment Cycle

Institutions have the greatest difficulty in the assessment cycle of “closing the loop” (Banta, 2009)





# Focus on improvement



# Sociology

1

Expectation:  
SLO & Benchmark

Demonstrate the ability to design, and evaluate quantitative and qualitative research.

2

Analysis

Embedded assignment (SOC1 310 - 11/12), 34 student sample:

- 50% of students demonstrated well
- 21% of demonstrated
- 29% of students did not demonstrate

**Benchmark** of 75% or more demonstrate, not met.

Exit Survey:

44.7% rated designing research as excellent, 44.7% as good

42.1% rated evaluating research as excellent, 50.0% as good

3

Learning Gap

Students not achieving at expected level of learning and are over-estimating their own abilities

4

Intervention

- Course Instruction was not ideal, Course Level was Introductory
- Change Course and Agree on Instructional Needs related to SLO

5

Reassess

Embedded assignment (SOC1 441 - 12/13): 22 student random sample

- 41% of students demonstrated well
- 59% of students demonstrated

**Benchmark** of 75% met or exceeded

Cynthia Siemsen  
SOC1



# Child Development

<b>1</b>	Expectation: SLO & Benchmark	SLO 2: Students will demonstrate knowledge of assessment issues and perform qualitative and quantitative assessments of children and their environments.
<b>2</b>	Analysis	CHLD 252 (N=21); CHLD 353 (N=40); CHLD 495 (N=24) Embedded assessment of exam questions 10 questions on a 40 question multiple choice exam
<b>3</b>	Learning Gap	<b>Benchmark</b> of 70% Performance at 54%
<b>4</b>	Intervention	Conceptually, the SLO is difficult for students Pedagogical changes, curriculum changes Course used to be online (faculty considerations), but the need for face-to-face interactions Assessment materials purchased
<b>5</b>	Reassess	<b>Benchmark</b> of 70% Performance at 58% Slow progress, trending in the proper direction

Gail Walton  
CHLD



# Communication Studies

**1** Expectation: SLO 5.3 Construct appropriate messages for a variety of contexts/situations.  
SLO & Benchmark

**2** Analysis of Evidence

Spring 2015, a one-way ANOVA determined if there was a difference in final grades between students who had:

- completed CMST 331 prior to 332 ( $M = 275.38, SD = 39.72$ )
- took the classes concurrently ( $M = 253.10, SD = 45.33$ )
- not taken CMST 331 ( $M = 236.46, SD = 60.06$ )

Post hoc tests revealed grades of students who completed CMST 331 prior to CMST 332 were significantly higher than both those taking it concurrently, and those who had not yet taken the class.

**3** Learning Gap

- Final grades in CMST 332, that include a major written project, appear to significantly benefit from completing CMST 331.
- Instructor workload is also impacted positively by prior learning in 331.

**4** Intervention

- Implemented recommendation in CMST Faculty Advising.
- Implemented Course Prerequisite, ensure writing preparation takes place

**5** Reassess

In 15/16 Assessment cycle, repeat final grade analysis and add analysis of project grades. In 16/17, perform reanalysis.



# Home Program

<b>1</b>	<b>Expectation: SLO &amp; Benchmark</b>	Where is there Opportunity for Making Improvements? Are there Opportunities to follow up on prior interventions? Do you suspect there are gaps, and if so, where?
<b>2</b>	<b>Analysis</b>	Where are student achievements not meeting expectations? Does the program have Expectations (Benchmarks?) Consider focusing at or near graduation
<b>3</b>	<b>Learning Gap</b>	What is the gap in achievement? What are the factors that need to be addressed for improvement?
<b>4</b>	<b>Intervention</b>	What are the possible Curricular, Pedagogical or Structural options available to improve the Learning Gap? Who needs to be Involved in the Intervention? Timeline?
<b>5</b>	<b>Reassess</b>	When will it be appropriate to assess the intervention?



Thank you for your time  
and energy.

Academic Assessment Council

*Please complete the online evaluation,  
The AAC welcomes your feedback*

<http://goo.gl/forms/9irRmy1iBT>