Campus Labs Assessment Management System (AMS): Technical Training

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Getting started

Go to: https://bu.compliance-assist.com
Guidelines for Annual Report

Measurable outcomes with clear action verbs

Clearly aligning outcomes to measures

Describing program’s process for collecting and aggregating data

Using information to guide decision making and tracking the process
## ABCD Structure of a Learning Outcome

*(Heinich, et al, 1996)*

<table>
<thead>
<tr>
<th>Audience/Who</th>
<th>• Who does the outcome pertain to?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior/What</td>
<td>• What do you expect the audience to know/be able to do?</td>
</tr>
<tr>
<td>Condition/How</td>
<td>• Under what conditions or circumstances will the learning occur?</td>
</tr>
<tr>
<td>Degree/How much</td>
<td>• How much will be accomplished, how well will the behavior need to be performed, and to what level?</td>
</tr>
</tbody>
</table>
The 3 M’s of learning outcomes

Meaningful
- How does the outcome support the departmental mission or goal?

Manageable
- What is needed to foster the achievement of the outcome? Is the outcome realistic?

Measurable
- How will you know if the outcome is achieved? What will be the assessment method?
Measurable outcomes with clear verbs

“Quantitatively analyze data and perform simulation modeling to characterize the effects of anthropogenic stressors (e.g., pollution)—and policy interventions to address them—on human and natural systems (Argumentation and Analysis)”

From: B.A. Environmental Analysis & Policy (EAP)
Outcome with a clear degree

“Demonstrate proficiency in a minimum of two of three programmatic knowledge areas: Brain, Behavior & Cognition, Clinical, and Developmental Science.”

From: GRS Psychology M.A.
# Common pitfalls

## The Sinister Sixteen Verbs

<table>
<thead>
<tr>
<th>understand</th>
<th>know</th>
<th>be aware of</th>
<th>value</th>
</tr>
</thead>
<tbody>
<tr>
<td>appreciate</td>
<td>see</td>
<td>be conscious of</td>
<td>get</td>
</tr>
<tr>
<td>comprehend</td>
<td>accept</td>
<td>learn</td>
<td>apprehend</td>
</tr>
<tr>
<td>grasp</td>
<td>have knowledge of</td>
<td>perceive</td>
<td>be familiar with</td>
</tr>
</tbody>
</table>

Potter and Kustra (2012)

Seneca College: [https://afocusonlearningoutcomes.wordpress.com](https://afocusonlearningoutcomes.wordpress.com)
Other learning outcome writing tips

1. Try to avoid double-barreled statements

2. Try to avoid using big constructs (e.g., oral communication) and breaking down specific actions associated with these constructs

3. Think about “degree” as a way to differentiate outcomes for different levels of learning (e.g., B.A. vs. M.A. vs PhD)
Clearly aligning outcomes to measures

From: B.A. Environmental Analysis & Policy (EAP)

<table>
<thead>
<tr>
<th>Measures/Data Collected</th>
<th>Targeted Outcomes</th>
<th>Use of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments in courses taken by a minimum of 10% of junior &amp; senior majors (n&gt;8) were</td>
<td></td>
<td>Materials were digitized by Department Assessment Coordinator (AC) and then sorted into appropriate learning-outcome categories (duplicating assignments when covering multiple categories). Assignments by non-EAP majors are deleted. Following the end of the spring semester, the AC performed a grade-stratified random sampling of materials and anonymized samples for digital distribution to the faculty assessment committee. Committee members assessed all learning objectives holistically using the SWOT method and finished with a brief report.</td>
</tr>
<tr>
<td>gathered prior to grading for assessment. Assignment rubric and course syllabus were</td>
<td>1 3 4 5</td>
<td></td>
</tr>
<tr>
<td>also captured for assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GE 304: Short Answer (Exam)</td>
<td>1 3 4 5</td>
<td></td>
</tr>
<tr>
<td>GE 519: Short writing assignment (homework)</td>
<td>1 3 4 5</td>
<td></td>
</tr>
<tr>
<td>GE 375: Lab/Data Set Problems and accompanying paper (exam)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>GE 309: Short paper (assignment)</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>GE 425: Final paper</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>
Clearly aligning outcomes to measures

Goal #3: Write empirical research reports and literature reviews in APA

All students enrolled in the MA program complete a Directed Study, an empirical research report or extensive literature review, supervised by a faculty member in our department. The supervising faculty member will evaluate the student’s Directed Study by assigning a grade and also be using a rubric designed for the purpose of assessing the student’s understanding of scientific research, including the use of APA style. The rubric currently used is being revised.

From: GRS Psychology M.A.
Describing program’s process for collecting and aggregating data

Key word here is describing

Summary of the assessment is important: We only know about the student learning assessment that you share with us.
Add New Program Outcome Plan

Outcome: 

- Method of Assessment

Direct or Indirect?:

- Evidence Needed

- How will evidence be assessed?

[Save] [Save & Close] [Cancel]
Using information to guide decision-making and tracking the process

Add New Annual Report

- Categorize actions taken based on results:
  - Changes to curriculum/coursework
  - Changes to pedagogy/instructional support
  - Revisions to student learning outcomes
  - Changes to resources
  - Revisions to assessment process
  - Monitor
  - Other

- If other, please specify:

- Describe in detail the changes:

- What tools might you like to implement and/or what materials would you like to gather in the future to improve program assessment?
In a 2011 study, Blaich and Wise “found only 40% of institutions involved in the study had shared results with campus constituencies and only about 25% had actively used the data.”

Jonson, Guetterman and Thompson 2014 p. 18
A fundamental goal of student learning outcomes assessment in higher education is to use student learning evidence in decision making to improve educational programs. Such use of assessment findings, however, is atypical. This article argues that a narrow conception of use contributes to this conclusion and an accurate appraisal of the contribution of assessment requires a reconceptualization of the aims of assessment and a more inclusive model of possible uses of assessment evidence.

“An Integrated Model of Influence: Use of Assessment Data in Higher Education”
Ex: Change to curriculum/coursework

“Prior to and during this assessment process, the Department recognized the need for more direct integration of both the natural and social sciences across all majors within the Department. As a result of that perceived need, and bolstered by findings in this report, the Department now requires a sequence of three core courses that individually and collectively integrate natural and social science themes of interest to EAP majors.”

From: B.A. Environmental Analysis & Policy (EAP)
Ex: Change to pedagogy/instructional support

“The assessment committee recommends that faculty in both the natural and social sciences examine their syllabi to determine ways in which oral communication might be more fully integrated into the classroom setting/grading metrics. Some suggested methods are:

• Increase overall percentage of a student’s grade on oral participation.

• Include oral presentations as part of existing or new assignments.

• Couple oral and written assignments together.”

From: B.A. Environmental Analysis & Policy (EAP)
Other uses or influences of data

**Instrumental:** use data for decision making

**Conceptual/Cognitive:** spur new insights and knowledge about assessment, teaching, and learning concepts and practices

**Affective:** shift attitudes or disposition regarding assessment

**Affirmation:** confirm what’s working well; opportunity for celebration

Syllabus revision

Re-sequencing/adding courses

Assignment adjustment

Revise learning outcomes

Pedagogical changes (e.g., flip classroom)

Bolster or expand resources for students or faculty

Share data with constituencies / campus community
Communities of practice arise as members engage in common activities, rely on one another, and share decision making. Its members are bound to their institutions and share common problem sets, which they solve through peer review. Communities of practice serve as faculty development mechanisms to foster and sustain dialogue about teaching, learning and assessment issues and link ideas to effective practices.

“An Integrated Model of Influence: Use of Assessment Data in Higher Education”
Jonson, Guetterman and Thompson 2014 p. 21
Peer Review Steps

1. Process and Context: Discussion among faculty

2. Team up in pairs and review each other’s Annual Reports using Assessment Plan rubric/checklist

3. Return rubrics and discuss any questions, recommendations, or ideas
Peer Review Step 1: Process and Context

1. Review the Assessment Plans by Category sheet

2. In groups of 3-4, discuss where your program’s assessment process in terms of the categories listed

3. Highlight any information or background that will be helpful to your group when they review your report
Peer Review Step 2: Report Review

1. Trade seats or trade a printed version of your Annual Report with a partner

2. Fill in the rubric/checklist provided as you review your partner’s report; add in comments for questions or points of discussion

3. Keep in mind how the report represents the process/context described beforehand; note any major gaps in representation
Peer Review Step 3: Discussion

1. Return rubrics and reports
2. Discuss rubrics and comments/questions
3. Discuss any gaps in how the rubric represents the process/context provided in the first round of discussion
4. Note potential future changes or areas of elaboration in the report
Characteristics of Program Assessment Plans by Category

<table>
<thead>
<tr>
<th>Defining and Designing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program is defining program learning outcomes and identifying appropriate student work or other tools to measure student achievement of those outcomes.</td>
</tr>
<tr>
<td>Program is designing (and has not yet fully implemented) a system to gather and evaluate such evidence.</td>
</tr>
<tr>
<td><strong>Next Steps:</strong> Complete a Program Assessment Plan Template to establish a method and schedule for assessing each learning outcome by Spring 2018.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Collecting and Analyzing:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program is gathering student work and assembling periodically to evaluate student learning.</td>
</tr>
<tr>
<td>Program has identified measures for assessing each learning outcome and routinely collects evidence.</td>
</tr>
<tr>
<td>Program may not yet have an effective means of aggregating or analyzing results at the program level.</td>
</tr>
<tr>
<td>Program may not yet have sufficient information to guide decision-making.</td>
</tr>
<tr>
<td><strong>Next Steps:</strong> Identify or create opportunities for faculty to discuss assessment results at the program level. Evaluate the effectiveness of the assessment process itself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Using Evidence to Guide Change:</th>
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</thead>
<tbody>
<tr>
<td>Program documents changes to the design of learning activities, courses, or the curriculum in response to collective analysis of evidence gained from outcomes assessment.</td>
</tr>
<tr>
<td>Program has a comprehensive assessment plan and a well-defined process for collecting and analyzing evidence.</td>
</tr>
<tr>
<td><strong>Next Steps:</strong> Continue to refine the assessment process by setting priorities and evaluating the effectiveness of the process itself and the impact of curricular changes on student learning.</td>
</tr>
</tbody>
</table>
# Annual Report Rubric

Boston University Office of the Provost

## Meets Standard

- Clearly states broad aspects of the program’s function
- Aligned with University Mission
- Aligned with and specific to the program’s mission
- Clearly measurable and
- Expressed in language that focuses on what students will be able to demonstrate
- Content to be assessed fits outcomes and
- Data collection process is briefly described
- Both direct and indirect measures are used
- Findings entered for each measure
- Status of finding indicated and clearly described
- Appropriate evidence is presented
- Action plan is developed from findings and aligned with outcomes
- Clearly describes intended improvements
- Program shows use of assessment results for improvement
- Report is complete (all questions answered) and up to date

## Missing / Does Not Meet Standard

<table>
<thead>
<tr>
<th></th>
<th>Missing</th>
<th>Does Not Meet Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission</td>
<td>Statement does not clearly describe the program’s purpose</td>
<td>□ Clearly states broad program’s function □ Aligned with University Mission</td>
</tr>
<tr>
<td></td>
<td>□ Not aligned with mission or</td>
<td>□ Not measurable; □ Outcomes are “bundled” or expressed in statements that include multiple outcomes</td>
</tr>
<tr>
<td></td>
<td>□ Not measurable; □ Outcomes are “bundled” or expressed in statements that include multiple outcomes</td>
<td>□ Clearly states broad program’s function □ Aligned with University Mission</td>
</tr>
<tr>
<td>Methods/Measure</td>
<td>□Do not match outcomes or</td>
<td>□ Not aligned with mission or □ Not measurable; □ Outcomes are “bundled” or expressed in statements that include multiple outcomes</td>
</tr>
<tr>
<td></td>
<td>□ Does not describe data collection process</td>
<td>□ Content to be assessed fits outcomes and □ Data collection process is briefly described □ Both direct and indirect measures are used</td>
</tr>
<tr>
<td>Findings</td>
<td>□ Not aligned with measures □ Description/results missing</td>
<td>□ Findings entered for each measure □ Status of finding indicated and clearly described □ Appropriate evidence is presented</td>
</tr>
<tr>
<td>Actions (use of results)</td>
<td>□ Not aligned with outcomes</td>
<td>□ Action plan is developed from findings and aligned with outcomes □ Clearly describes intended improvements □ Program shows use of assessment results for improvement</td>
</tr>
<tr>
<td></td>
<td>□ Does not describe intended improvements</td>
<td>□ Report is complete (all questions answered) and up to date</td>
</tr>
<tr>
<td>Reporting</td>
<td>□ Annual report is not complete or not up to date</td>
<td>□ Report is complete (all questions answered) and up to date</td>
</tr>
</tbody>
</table>

## Recommendations

- [ ]

- [ ]
Questions?

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Support site: casupport.campuslabs.com