@CampusLabsCo #labgab

connect more know more

Campus Labs Assessment Management System (AMS): Technical Training

Melissa Wright

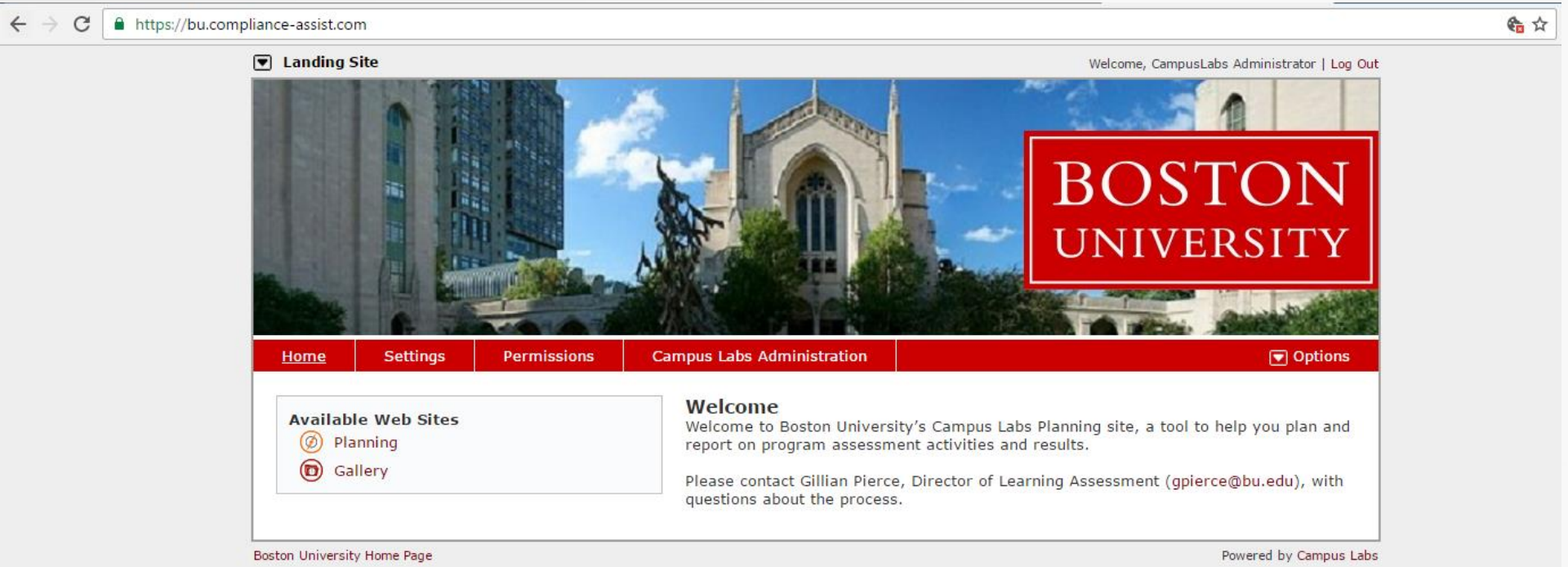
Senior Consultant, Campus Success

mwright@campuslabs.com

campuslabs Data Driven Innovation

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)

Audience/Who	• Who does the outcome pertain to?
Behavior/What	• What do you expect the audience to know/be able to do?
Condition/How	• Under what conditions or circumstances will the learning occur?
Degree/How much	• How much will be accomplished, how well will **the behavior** need to be performed, and to what level?

The 3 M's of learning outcomes

Meaningful

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

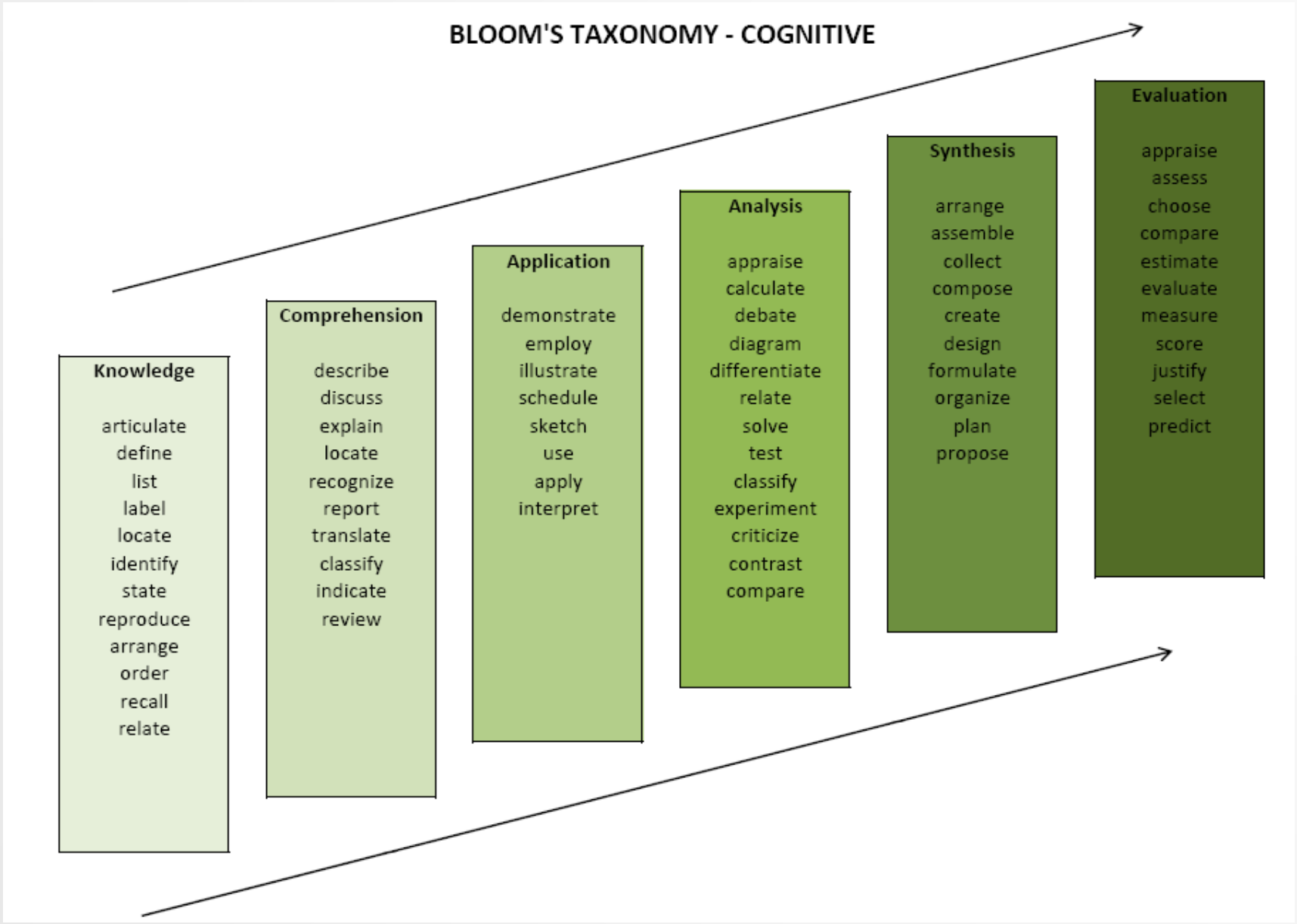
Manageable

- 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?

campuslabs™ Data Driven Innovation


BLOOM'S TAXONOMY - COGNITIVE
Knowledge
articulate
define
list
label
locate
identify
state
reproduce
arrange
order
recall
relate
Comprehension
describe
discuss
explain
locate
recognize
report
translate
classify
indicate
review
Application
demonstrate
employ
illustrate
schedule
sketch
use
apply
interpret
Analysis
appraise
calculate
debate
diagram
differentiate
relate
solve
test
classify
experiment
criticize
contrast
compare
Synthesis
arrange
assemble
collect
compose
create
design
formulate
organize
plan
propose
Evaluation
appraise
assess
choose
compare
estimate
evaluate
measure
score
justify
select
predict

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			
understand	know	be aware of	value
appreciate	see	be conscious of	get
comprehend	accept	learn	apprehend
grasp	have knowledge of	perceive	be familiar with

Potter and Kustra (2012)

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

Direct measures							
Measures/Data Collected		Targeted Outcomes					Use of Information
Assignments in courses taken by a minimum of 10% of junior & senior majors (n>8) were gathered prior to grading for assessment. Assignment rubric and course syllabus were also captured for assessment.	GE 304: Short Answer (Exam)	1		3	4	5	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.
	GE 519: Short writing assignment (homework)	1		3	4	5	
	GE 375: Lab/Data Set Problems and accompanying paper (exam)	1	2	3	4	5	
	GE 309: Short paper (assignment)	1	2	3	4	5	
	GE 425: Final paper	1	2	3	4	5	

Clearly aligning outcomes to measures

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

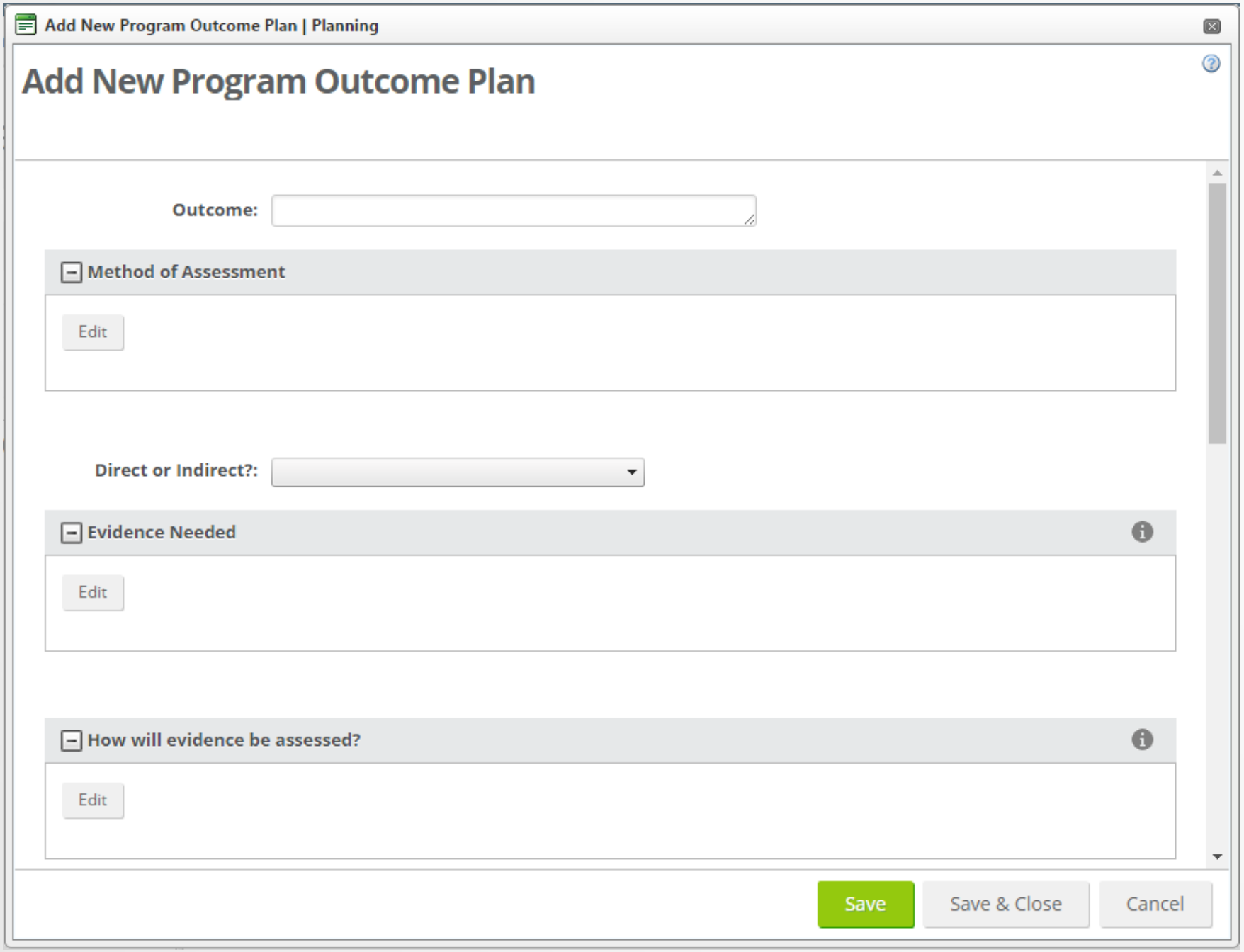
All students enrolled in the MA program complete a Directed Study, an empirical research report or extensive literature review, supervised by a faculty member in our department. The supervising faculty member will evaluate the student's Directed Study by assigning a grade and also be using a rubric designed 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.

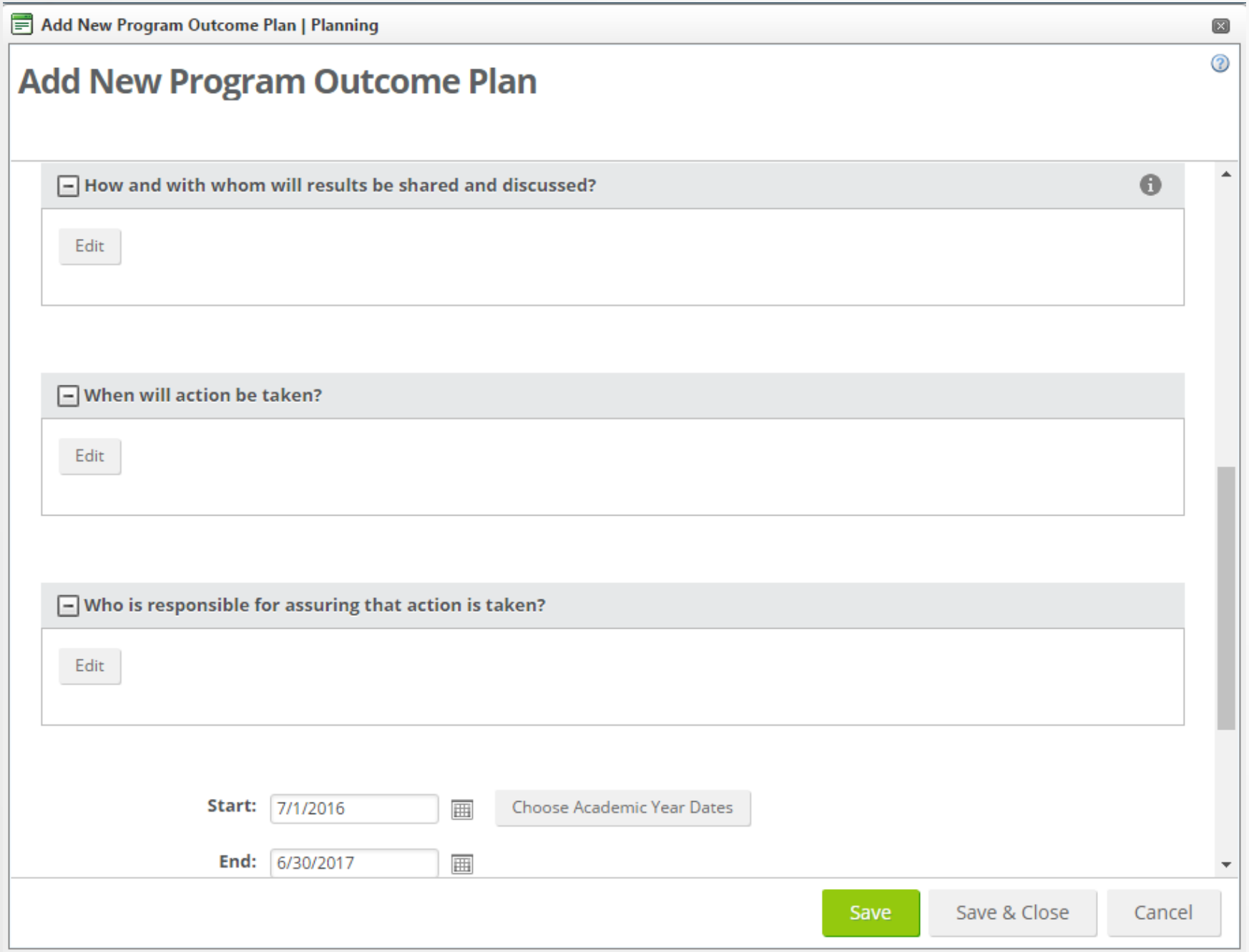
From: GRS Psychology M.A.

Describing program's process for collecting and aggregating data

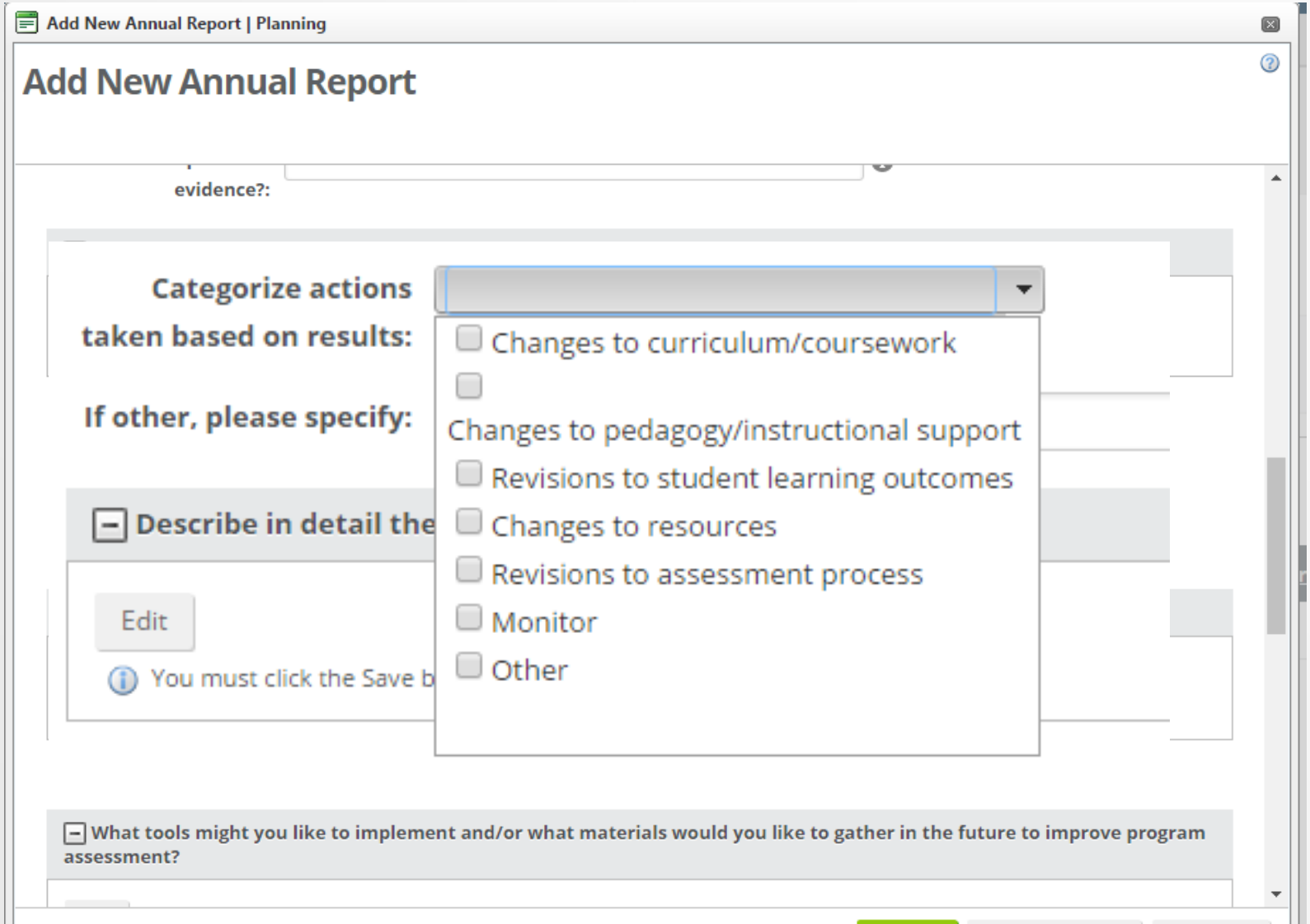
Key word here is **describing**

Summary of the assessment is important: We only know about the student learning assessment that you share with us.


Add New Program Outcome Plan | Planning
Add New Program Outcome Plan
Outcome:
Method of Assessment
Edit
Direct or Indirect?:
Evidence Needed
Edit
How will evidence be assessed?
Edit
Save
Save & Close
Cancel


Add New Program Outcome Plan | Planning
Add New Program Outcome Plan
How and with whom will results be shared and discussed?
Edit
When will action be taken?
Edit
Who is responsible for assuring that action is taken?
Edit
Start:
7/1/2016
Choose Academic Year Dates
End:
6/30/2017
Save
Save & Close
Cancel

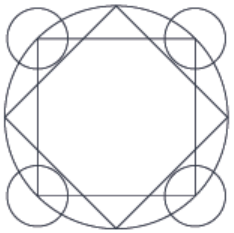
Using information to guide decision-making and tracking the process



Problem of use

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



AUTHORS
Jessica L. Jonson, Ph.D.
University of Nebraska-Lincoln

Tim Guetterman, M.A.
University of Nebraska-Lincoln

Robert J. Thompson Jr., Ph.D.
Duke University

Abstract

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. To evaluate the heuristic value of a more inclusive model of influence adapted from the field of evaluation, a content analysis was undertaken of program assessment reports at a research university. Results indicate that existing definitions of use suffer from construct underrepresentation; assessment evidence may be more influential than realized, particularly with regard to enhancing understanding of how student learning occurs; and the more inclusive model has potential utility for faculty, administrators, and accrediting bodies.

An Integrated Model of Influence: Use of Assessment Data in Higher Education

CORRESPONDENCE

Email
jjonson@unl.edu

A fundamental goal of student learning outcomes assessment in higher education[1] is use of student learning evidence to *close the loop* (Banta & Blaich, 2011; Banta, Jones, & Black, 2009; Bresciani & Wolff, 2006; Maki, 2010), that is, completing the assessment cycle that includes planning, gathering, interpreting, and using learning evidence to inform decision making about improving educational programs (Maki, 2010; Palomba & Banta, 1999). However, the realization of this goal has been one of the most important and unaddressed challenges related to assessment (Banta & Blaich, 2011; Kuh & Ikenberry, 2009; Kuh, Jankowski, Ikenberry, & Kinzie, 2014). Even the most well-designed and thorough studies of student learning have concluded that the use of available learning evidence is uncommon (Blaich & Wise, 2011). Concern with fidelity of assessment has resulted in a consideration of factors that hamper and facilitate use of assessment results (Banta & Pike, 2012; Blaich & Wise, 2011; Ewell, 2009; Kuh & Ikenberry, 2009; Peterson & Einarson, 2001). Nevertheless, an important issue that has not been addressed in the literature is whether a narrow conception of what constitutes *use* contributes to the conclusion that assessment results typically do not lead to improved educational practices and student learning. If definitions of use are too narrowly defined, some assessment efforts may be considered failures when those efforts actually may have been very transformative but in unexpected or slowly evolving ways. Accurate appraisal of the extent to which assessment of student learning is contributing to improvement in educational practices and student learning requires both a reconceptualization of the aims of assessment as a process for transforming thinking of internal and external stakeholders about teaching and learning and a more inclusive model of possible uses of assessment evidence.

Banta (2002) has suggested evaluation literature as a basis for assessment scholarship. The discipline of evaluation provides a framework for the practice of assessment because both involve a systematic method for collecting, analyzing, and using information to

[1] Student learning outcomes assessment in higher education is hereafter referred to as *assessment*.

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"
Jonson, Guetterman and Thompson 2014 p.

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

Defining and Designing:

Program is defining program learning outcomes and identifying appropriate student work or other tools to measure student achievement of those outcomes.

Program is designing (and has not yet fully implemented) a system to gather and evaluate such evidence.

Next Steps: Complete a Program Assessment Plan Template to establish a method and schedule for assessing each learning outcome by Spring 2018.

Collecting and Analyzing:

Program is gathering student work and assembling periodically to evaluate student learning.

Program has identified measures for assessing each learning outcome and routinely collects evidence.

Program may not yet have an effective means of aggregating or analyzing results at the program level.

Program may not yet have sufficient information to guide decision-making.

Next Steps: Identify or create opportunities for faculty to discuss assessment results at the program level. Evaluate the effectiveness of the assessment process itself.

Using Evidence to Guide Change:

Program documents changes to the design of learning activities, courses, or the curriculum in response to collective analysis of evidence gained from outcomes assessment.

Program has a comprehensive assessment plan and a well-defined process for collecting and analyzing evidence.

Next Steps: 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.

Annual Report Rubric

https://www.bu.edu/provost/files/2015/11/BU-(...ubric-for-Assessing-...pdf

Boston University
Rubric fo

Program _____

	Missing	Does Not Meet Standard	Meets Standard	Recommendations
Mission		☐Statement does not clearly describe the program's purpose	☐Clearly states broad a program's function ☐Aligned with Univers	
Outcomes		☐Not aligned with mission or ☐Not measurable; ☐Outcomes are "bundled" or expressed in statements that include multiple outcomes	☐Aligned with and spe program's mission ☐Clearly measurable a ☐Expressed in languag focuses on what stude able to demonstrate	
Methods/ Measures		☐Do not match outcomes or ☐Does not describe data collection process	☐Content to be assesse outcomes and ☐Data collection proce described ☐Both direct and indir are used	
Findings		☐Not aligned with measures ☐Description/results missing	☐Findings entered for measure ☐Status of finding indi clearly described ☐Appropriate evidenc presented	
Actions (use of results)		☐Not aligned with outcomes ☐Does not describe intended improvements	☐Action plan is develo findings and aligned w ☐Clearly describes int improvements ☐Program shows use assessment results for improvement	
Reporting		☐Annual report is not complete or not up to date	☐Report is complete (answered) and up to d	

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

Melissa Wright

Senior Consultant, Campus Success

mwright@campuslabs.com

Support site:
casupport.campuslabs.com

campuslabs
Data Driven Innovation