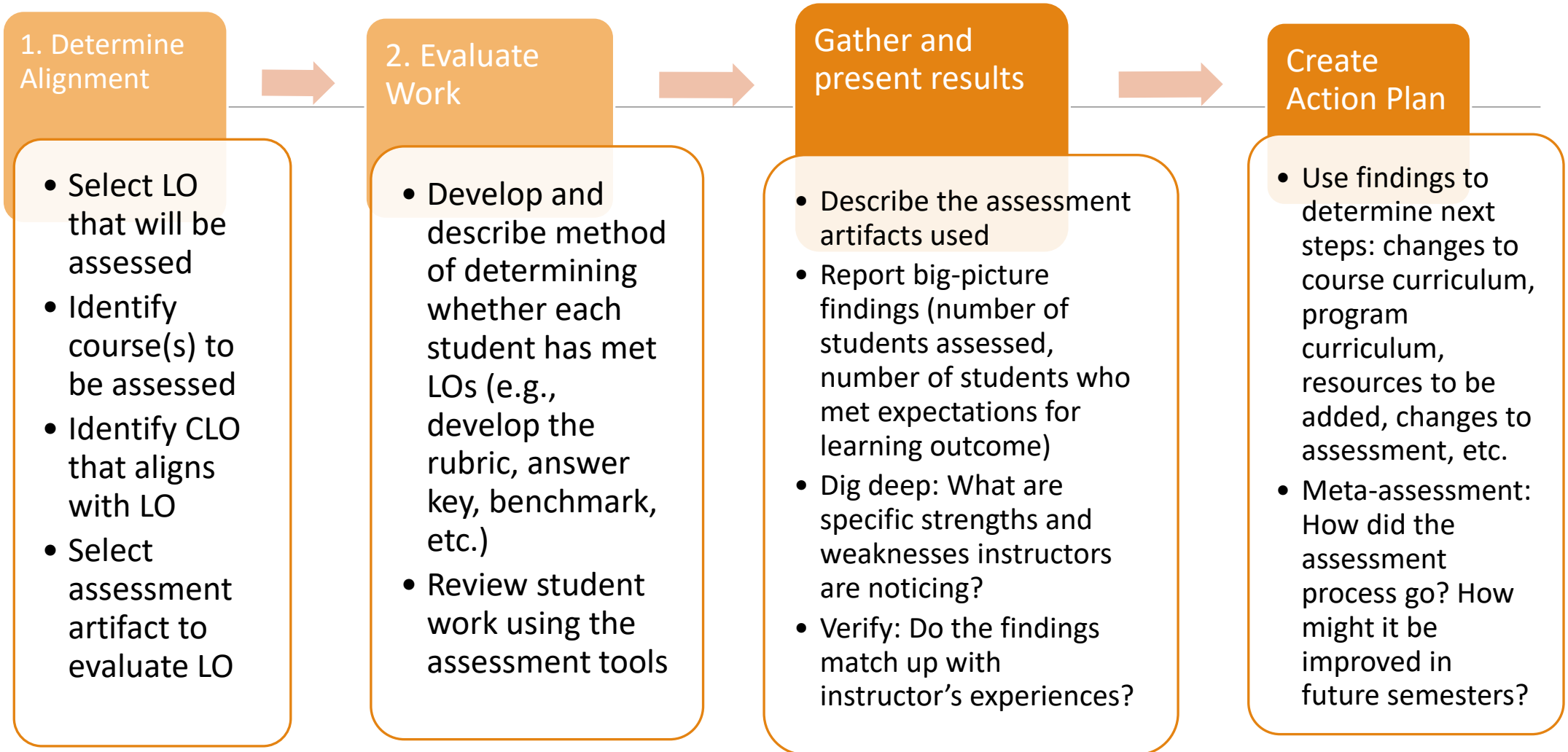


Assessment Results and Next Steps

GEN ED ASSESSMENT COMMITTEE MEETING

10/18/2021

The Assessment Process



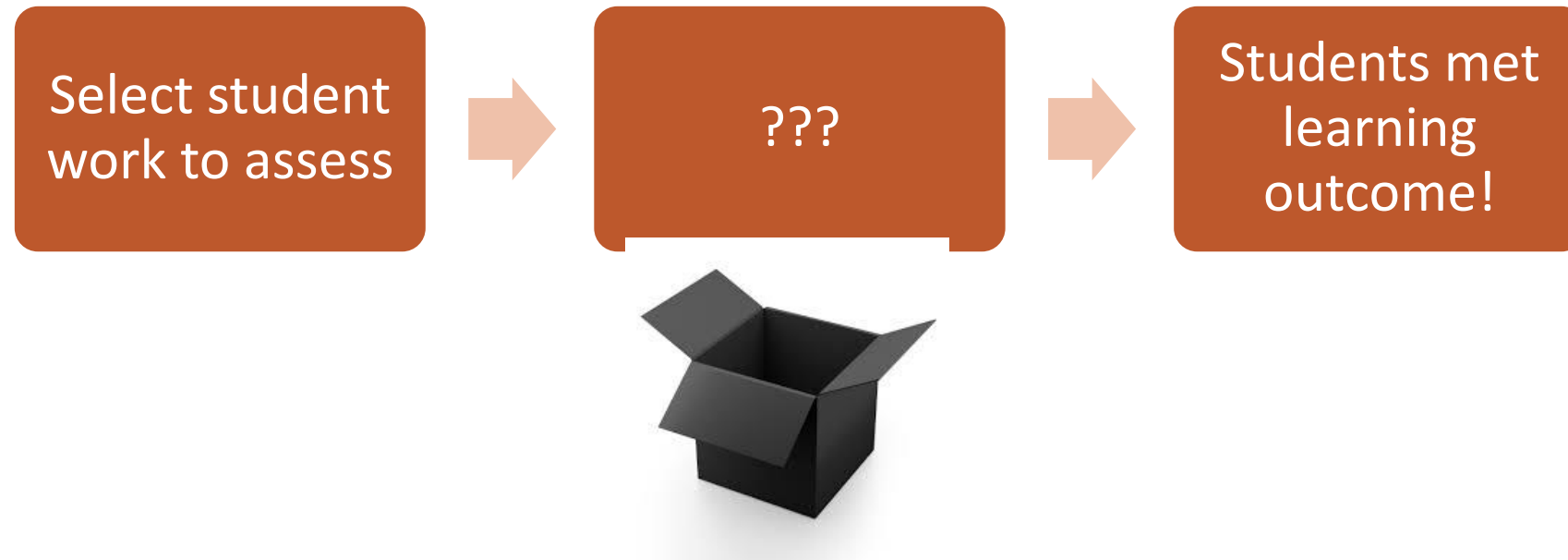
Question for you:

What do you see as the purpose of Gen Ed Assessment?
What is the purpose of writing up the results?

Writing A Report: The Goals

1. Helping *the institution* better understand whether and where students are meeting the Gen Ed Learning Outcomes
 1. What percentage of your students are meeting the LO you are investigating?
 2. How do you know?
2. Helping *instructors* determine how they/their course can best support students and help them develop their knowledge and skills to achieve these Learning Outcomes
 1. What opportunities does your class provide for students to achieve this LO?
 2. What do your students still need in order to achieve this LO?

Gathering and Presenting Results: Unpacking the Black Box



Gathering and Presenting Results: Unpacking the Black Box

“This course has high passing rates, indicating that students are achieving the learning outcomes.”

- What portion of the grade is based on student learning (as opposed to general performance- attendance, promptness, good writing skills, etc.)
- How are students demonstrating what they have learned? What specific learning outcomes are being targeted?
- What percentage of students are meeting each learning outcome? Is it the same across all learning outcomes?

“The final exam consists of 4 questions that test their knowledge on CLO1. 90% of students answered at least 3 out of 4 of these questions correctly, indicating that they have met expectations for this learning outcome.”



Gathering and Presenting Results: Unpacking the Black Box

“Instructors each selected an assignment that aligned with the selected LO and submitted student grades on that assignment.”

- How does each assignment align with the selected LO?
- Does it align with only one LO? What other skills or knowledge might play a role in the students’ ability to complete the assignment?
 - E.g., In writing a paper an instructor might consider both content knowledge AND writing ability in assessing the student’s performance. How can they tease these two apart?

“Instructors selected an assignment that aligned with the selected LO and developed a rubric to assess student performance on that particular learning outcome. They then submitted the completed rubrics to the lead instructor/liaison.”



Gathering and Presenting Results: Unpacking the Black Box

“The average grade on this assignment/exam was 84.2%”

- What minimum grade indicates a student has met expectations for this LO?
- How many students received this grade?

“Students are considered to have met the learning outcome if they received a 75% or higher on the assignment. Of the 50 students assessed, 42 (84%) of them met or exceeded this level of performance.”



Gathering and Presenting Results: Unpacking the Black Box

“68% of students got Question 1 correct. 54% of students got Question 2 correct. 84% of students got Question 3 correct.”

- How many questions do students need to get correct in order to have met the learning outcome?
- How many students got this number of questions correct?

“Students are considered to have met the learning outcome if they got at least 2 out of 3 of the questions correct. 56% of students got all 3 questions correct. 62% got at least 2 of the 3 questions correct. 80% got at least 1 question correct.”



Gathering and Presenting Results: Unpacking the Black Box

Take some time to think about and explain:

1. The connection between the assignment(s) selected and the learning outcome
2. How the work was evaluated (with an eye to *student learning*, not *grading criteria*)
3. How you can tell the difference between a student who has *met* expectations and one who has *not*
4. How you can tease apart students' performance on *this specific LO* and other skills or knowledge that may be necessary for this assignment

Further Considerations

1. Consider having an “N/A” option when assessing student learning: Is a student demonstrating they haven’t met the LO, or are they just not demonstrating it in this particular assignment?
2. If you are assessing multiple sections: Do instructors have a similar idea of what it means to have “met” a learning outcome?

On Exams:

3. Be sure to identify how many/which questions on the exam are related to the LO you are assessing, and only include performance on those questions in your analysis.
4. Center your summaries of the results around the *students*, rather than the *question*.

Digging Deeper

Rubrics can allow you to dig down deeper into the skills. Are there specific aspects of the PLO that are particularly difficult for students?

Instructors will likely have insights into common errors or issues with the assignment. These can be important to identifying any barriers to success- which can help identify your next steps.

Take some time to unpack what it means for a student to have met the learning outcome. Do all instructors agree? Where do they differ?

Creating an Action Plan

Get your faculty together and review the results! Do these results align with their experiences with students? Why or why not?

- If **no**, you'll want your action plan to focus on changing up your assessment. Why isn't your assessment capturing the reality of student learning? How might you change it?
- If **yes**, then you can start talking about the students. Are you happy with where students are at? Are there things you want to do to help support student learning more? Are there resources you need?

Questions?
