



# Urban Legends, Fables and Myths – A Guide to Assessment



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SB1

## Assessment – Urban Legends, Myths & Fables

### Urban Legends

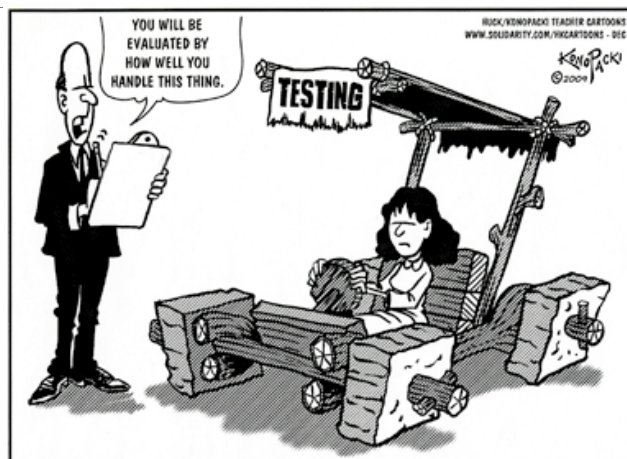
- It will all go away soon!
- This is an evaluation of my teaching.
- Its just something administration is trying to foist on faculty.

### Myths

- More data is always better.
- It will be clear what actions to take in response to the assessment data.

### Fables

- Goal of assessment is to gather data.
- This should satisfy the accreditor!



## Slide 2

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**SB1** Sheri Barrett, 7/31/2018

## Steps in a Campus Assessment Program

<b>Denial</b>	It's a fad. If I ignore it, it will go away.
<b>Acceptance</b>	Ok, I guess we have to do it.
<b>Resistance</b>	I feel threatened. My department feels threatened. My campus feels threatened. Can I subvert it by not participating in the process or in some other way?
<b>Understanding</b>	Maybe we can learn something useful. Can we use what we've already been doing?
<b>Campaign</b>	We have a plan. Maybe it's not perfect, but let's get moving!
<b>Collaboration</b>	We have a plan with objectives linked to our curriculum that are clearly defined, and based on our experience with assessment, we believe it works.
<b>Institutionalization</b>	We can't imagine working without assessment. It's a permanent part of our institutional culture.

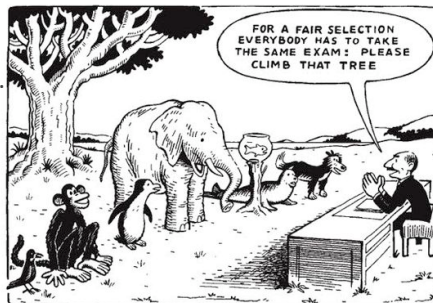
## The Problem with Assessment – Serving Multiple Masters

### External Agencies

- As a proof that students are achieving institutional goals.
- As a means of showing continuous curricular improvement.

### Political/Legislative Agendas

- As evidence that the investment in higher education is "worth it."
- As a measure of accountability.



### Faculty and Institutions

- To improve the quality of teaching and learning.
- Provide meaningful data to inform curriculum decisions.
- Provide a framework for institutions to better communicate what we do!

## Some things are the same everywhere - Four Levels of Outcomes Assessment

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### Class Assessment

- Faculty teaching within a course

### Course Assessment

- Consistency among sections of same course

### Program Assessment

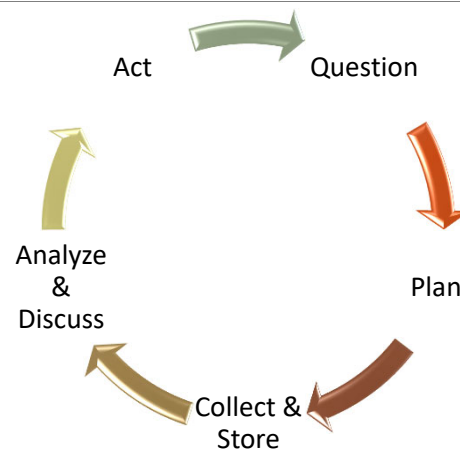
- At program or department level

### Student Learning Outcomes Assessment

- All Faculty

## Conceptual Framework for Assessment

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"A and C are a bit on the gritty side... B seems to have a bitter aftertaste... C has a good taste but a bit too mushy..."

# What do you want to know?

DEVELOPING YOUR  
RESEARCH/ASSESSMENT QUESTION

## Developing an Assessment/Research Question

Assessment questions should be:

- **Meaningful**
- **Actionable**
- **Relatable**
- **Measurable**
- **Manageable**

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“The goal of assessment is information-based decision-making.”

Barbara Walvoord



“My diploma has an expiration date. Apparently, I’m going to forget everything I learned by May, 2019.”

## Planning for Assessment

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Your assessment question drives the tool you use to assess

- Pre/Post Tests
- Embedded Assessment
- Performance
- Portfolio
- Standardized/Local Instruments
- Capstone Projects
- Surveys

## Planning Decisions to Consider

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How will you conduct the assessment?

- Pilot?
- Multiple Sections?
- Across Courses/Faculty?

Which classes/programs/activities will you assess?

- Where in the curriculum is the concept taught/reinforced?

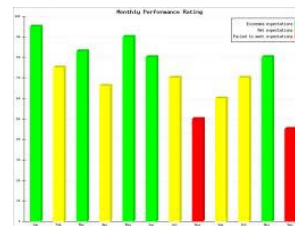
How will you collect/score the data?

- Who will be responsible for collection?
- How will the data be aggregated?

## Got Data?

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- Organizing data
- What to look for
- Draw a Picture
- Devote time and space to discuss with colleagues
- Follow the Data
  - ✓ Benchmarks
  - ✓ Curriculum Mapping
  - ✓ Curricular Changes
  - ✓ Reassessing



## Next Steps

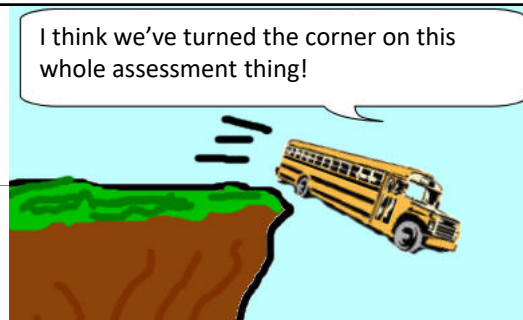
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- Discuss your findings candidly.
- Report on your findings.
- Use the findings to improve student learning.
- Exchange ideas.
- Become actively involved in assessment activities.

## Critical Considerations

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- Value campus culture & history.
- Respect and empower people.
- Value Assessment by providing **appropriate resources** and infrastructure.
- Value innovation & risk-taking to improve teaching (even if it fails).





## Summary

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- Effective Assessment takes time to plan, implement, and sustain.
- Effective Assessment requires faculty ownership.
- Effective Assessment is about improving student learning.
- Gathering data is only the first step in effective assessment.

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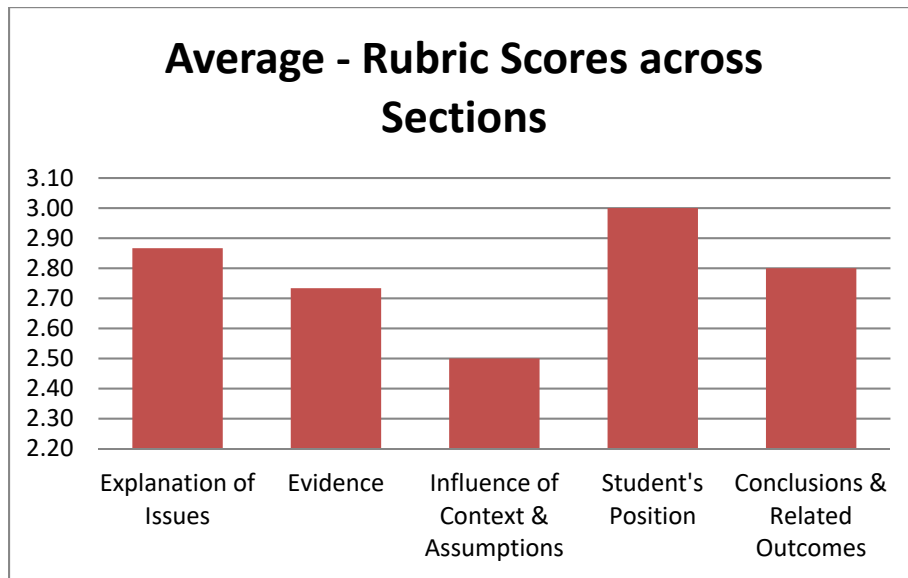
## Questions/Discussion

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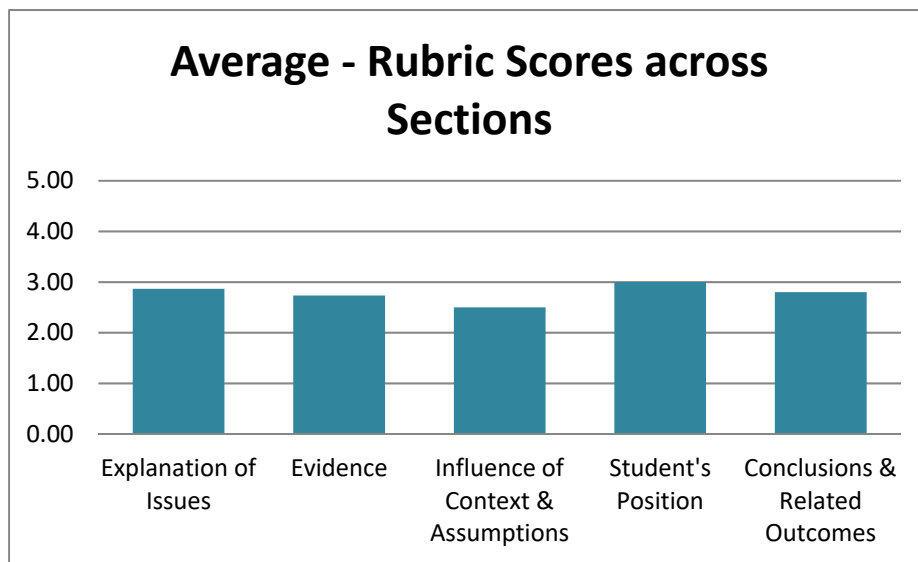
## Examples of Visualizing Data – the Good, the Bad and the Ugly

Using the list on page 34...



What do you notice about this chart? Where on the rubric did students have the lowest performance?

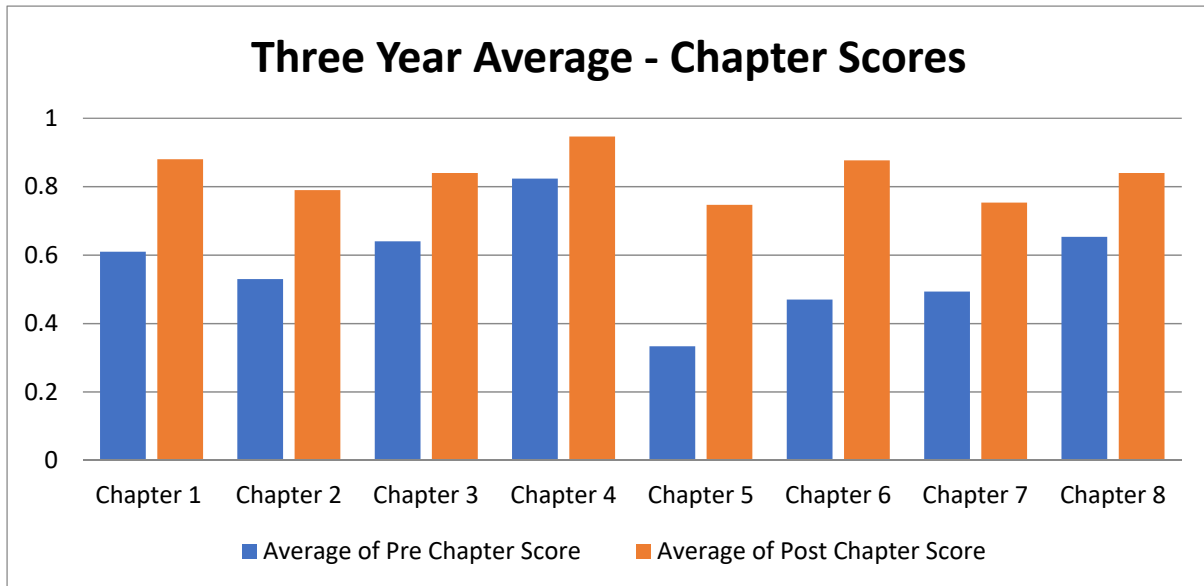
Did you notice a problem with the axis? When the axis is corrected the data looks different.



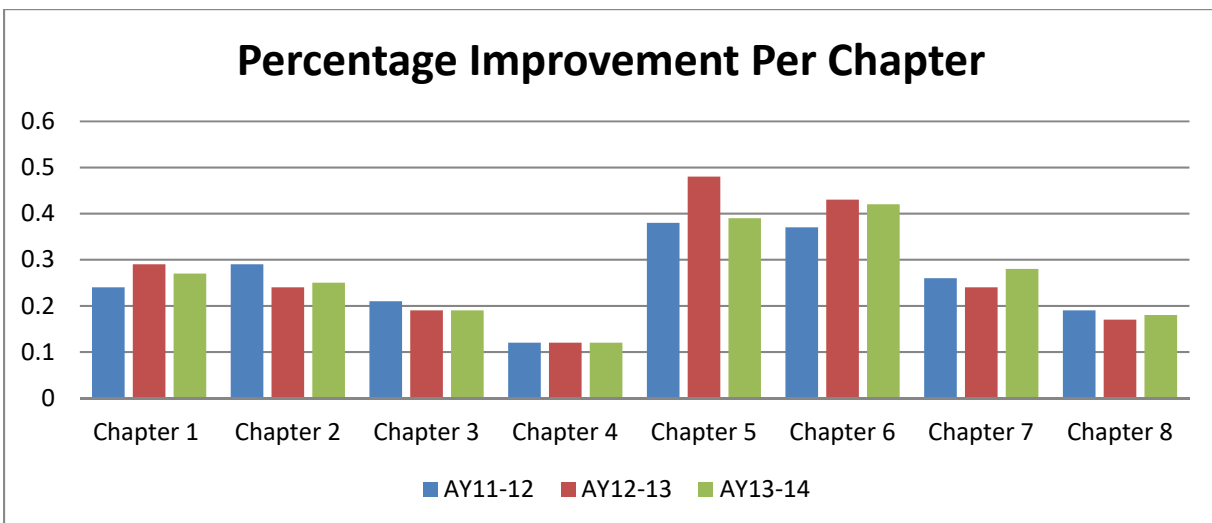
With the corrected axis – what are the changes in your assumptions about student performance?

## Assessment Session

It is important to look at data in multiple ways. What does this data chart tell you about student performance on key concepts in the chapters?



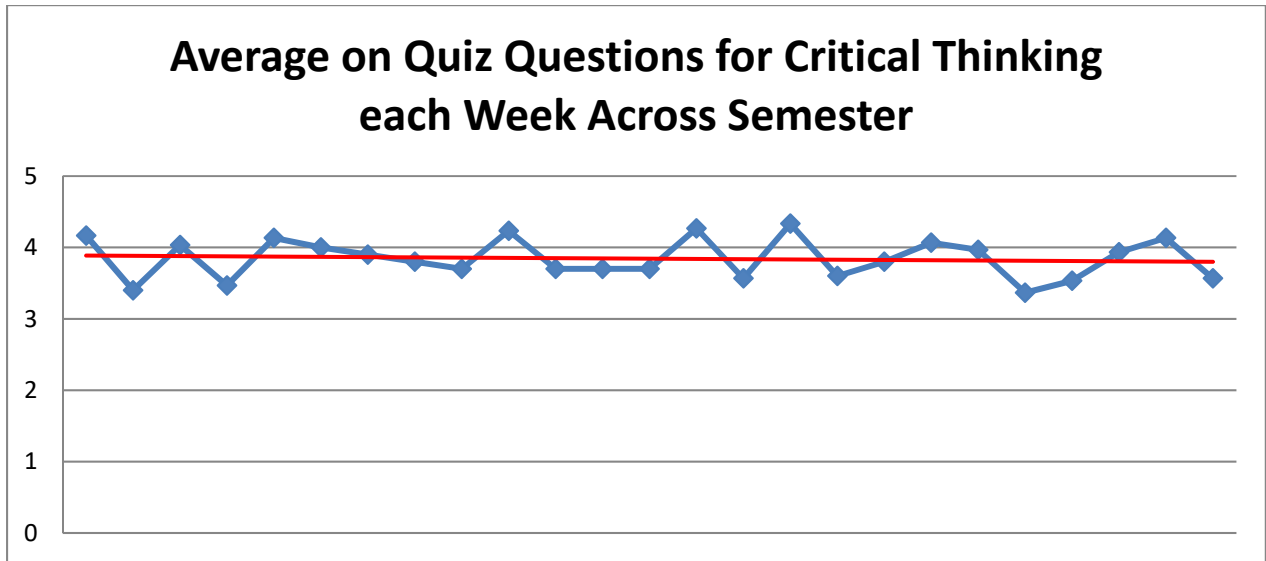
Since this is a three-year average, are you concerned about variance over time? Look at the gain scores calculated by academic year below. How consistent is the data?



By looking at the data in multiple ways you can reach sound conclusions on what the data is indicating. In this case students obviously know chapter 4 and you can shift more time and resources to other concepts in chapters like 5 or 7.

## Assessment Session

Sometimes projects fail to generate the data or supposition you were expecting. But you can still learn from the assessment. In this example the professor expected a steady increase in performance by students, but that is not what happened!



## Data Analysis Worksheet

### Group Discussion

**First Impressions** – gut reactions?

**Formal Discussion Points:**

1. Observations: What do we think about this data?
2. Gaps: What else do we want to know?
3. Relationships: What connections can we make?
4. Successes: Identify evidence of learning!
5. Outliers: Any anomalies (unexpected, unintended data) or provocative data?
6. Usefulness: How can the data be used for instructional purposes?
7. Future questions: What other questions does this data raise?

## **Draft Research Assessment Question Exercise**

1. I want to know the following about my students' learning:
2. I want to know this because:
3. I expect to find:
4. I will use the information I gather to:
5. My program will use the information I gather to:
6. Which program outcome/institutional outcome is this question most closely related to?
7. I can/cannot further narrow down this question.
8. First draft of my assessment research question:

## Assessment Session

### **Share your first draft with colleagues at your table.**

- List the most important feedback from your colleagues.
- How might their feedback inform your assessment question?
- Revise according to the feedback.

### **Final Research Question:**

## Planning Worksheet

**My Assessment Research Question is:**

**General Education Student Learning Outcome (SLO) or Institutional Learning Outcomes (ILOs) to be assessed.**

### *General Education Student Learning Outcomes*

- Access and evaluate information from credible sources.
- Collaborate respectfully with others.
- Communicate effectively through the clear and accurate use of language.
- Demonstrate an understanding of the broad diversity of the human experience and the individual's connection to society.
- Process numeric, symbolic and graphic information.
- Read, analyze and synthesize written, visual and aural material.
- Select and apply appropriate problem-solving techniques.
- Use technology efficiently and responsibly.

### *Institutional Learning Outcomes*

- Quantitative Literacy - Use quantitative skills to analyze and process information.
- Critical Thinking - Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.
- Communication - Communicate effectively with clarity and purpose.
- Social Responsibility - Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.
- Personal Responsibility - Be independent lifelong learners who have the skills necessary for economic, physical, social, mental and emotional wellness.

**Course(s) in which assessment will take place:** \_\_\_\_\_

**Activity (ies) in which SLO/ILO might be assessed at the course or program level:**



**Description of assessment tool:**

*Think through what you are already doing in the program or course – can current assignments be modified or incorporated?*

Current class/course activity/assignment

- In-class Survey
- Culminating Assignment
- Course Embedded Assessment (mid-term or final exam, homework assign, quizzes, etc.)
- Portfolio
- Pre-test/Post-test
- Rubric Evaluation
- Performance Review
- Standardized Instrument
- Other (please define) \_\_\_\_\_

**Description of scoring method(s) (check all that apply):**

- Rubric (a scoring tool that lays out the specific expectations for the assessment)
- Percentage Correct (for embedded test questions – when answers are dichotomous – right/wrong)
- Scaled Distribution (for use when answers are not dichotomous, but may be partially correct along a scale)
- Cross-scored by faculty (when faculty from within the discipline all provide scoring on a rubric)
- Gain Scores (Pre/Post Scores)
- Other (define) \_\_\_\_\_

**Description of data collection methods:**

*(Consider using a pilot prior to rolling out full-scale to test if the instrument measures your assessment question)*

- Single Course
- Multiple Sections \_\_\_\_\_ # of Sections
- Single Faculty Member
- Multiple Faculty Members \_\_\_\_\_ # of Faculty

- Sample \_\_\_\_\_# of Students
- Entire Population \_\_\_\_\_# of Students

**Timeline:**

Semester data will be collected\_\_\_\_\_ (Fall, Spring, Summer)

When in the semester will you collect the data \_\_\_\_\_? (Rule of thumb, after mid-term)

Select time and place for analysis (example: Department Retreat, Division Meeting, etc.)

Just a note! Remember when you collect the data to make a note of any anomalies in the semester that could affect the data. Examples: snow days when you had to truncate lesson plans, you had to miss days and someone else filled in during those lessons, you used a new textbook, etc.).