

## UNLEASHING THE POWER OF ASSESSING STUDENT LEARNING: ANALYZING AND ACTING ON ASSESSMENT RESULTS

### RESOURCES

[Assessment as “Action Research”](#)

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“Assessment of student learning can be defined as the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning”

-- Barbara Walvoord, *Assessment: Clear and Simple*

### **ASSESSMENT AS “ACTION RESEARCH”**

- Articulate outcomes.
- Develop a meaningful and sustainable assessment plan.
- Collect assessment results.
- Make meaning from the assessment results.
- Use assessment results to inform and implement action plans and/or leverage institutional resources to address gaps in learning.
- Begin the cycle anew...

## **RUBRIC DATA: MEANS VS. FREQUENCY**

- Means
  - Assumes that each level has a corresponding number (e.g., “needs work” = 1, “adequate” = 2, “good” = 3, “excellent” = 4)
  - Add up all of the numbers, and then divide by how many numbers there are (a.k.a. the average).
  - Benchmark will identify that a 100% of students’ work will have received a given average (e.g., 2.5).
- Frequency
  - May lend itself to more precise analysis of student performance
  - Notes which percentage of students were scored in each of the categories.
  - Benchmark will identify the percentage of students who attain a given desired outcome (e.g., 75% of students’ work will be “adequate” or better).

## **PRE/ POST TEST QUESTIONS**

- Lends itself to comparing what knowledge and skills students gained over the semester
- Contingent on removing the pre-test scores from the post-scores
- Analyze in light of overall retention
- Benchmark will identify the gain between the pre and post-test (e.g., 10 % gain)
- A word of caution: Even if the benchmark is met, are a sufficient number of students demonstrating sufficient mastery?

## **ANALYZING THE RESULTS (SLOAC FRAMEWORK, 27)**

- In which areas did students excel?
- What issues and needs were revealed?



- How do the results compare to any baseline or benchmark data previously collected?
- What insights can you gain from the results?
- Did the assessment work, and if not, what needs to be revised?

### **ACTION PLANS AND NEXT ITERATION**

- Addresses assessment results
  - Changes to pedagogy? to curriculum? to assessment?
  - An action plan that makes clear what will take place: what, when, who & how
  - Resources needed to implement? (e.g., professional development, partnerships with the Learning Center, etc.)
- Informs the next cycle of assessment -- your next assessment might measure the effectiveness of your action plan to student learning

### **DOCUMENTING THE ANALYSIS AND ACTION PLANS RESULTING FROM DIALOGUE**

- Annual Program Plans
  - IIC (Key Assessment Results on the Course Level)
  - IIIB (Participation in ISLO assessment)
  - IVB (Action Plan and Resource Requests)
- Comprehensive Program Reviews
  - IB and IIA2 (Key Assessment Results on the Program Level)
  - VB (Action Plan and Resource Requests)



## Notes

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