Let’s RAD: Rendezvous Around Data

October 24, 2014

Meeting facilitated by Scott Demsky, Nathalie Franco, Josh Kimber, Nilo Marin, Barbara J. Rodriguez, Patrick Sammon, Jr.
Agenda

- Provide an overview of the QEP assessment & evaluation plan
- Review the concept of assessment
- Share assessment results for QEP direct and indirect measures
- Work collaboratively to use results for continuous improvement
QEP Review

Student Artifacts– Direct Measure

- 18 (86%) of the 21 faculty provided student artifacts for scoring.

- Systematic sampling was used to select the student artifacts to score from the enhanced and non-enhanced courses.

- A team of QEP scorers, none were QEP Scholars, scored artifacts using BC’s CT Scoring Guide.

- Each artifact was scored by 2 independent scorers who assigned a score of 1-4 points for each outcome.
QEP Review

Student Artifacts– Indirect Measures

- Extracted questions from the Community College Survey of Student Engagement (CCSSE)
- Extracted questions from the Community College Faculty Survey of Student Engagement (CCFSSE)
What is Assessment?

- Assessment is an ongoing process of:
  - Establishing clear, measurable expected outcomes of student learning
  - Ensuring that students have sufficient opportunities to achieve outcomes
  - Systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations
  - Using the resulting information to understand and improve student learning

- Difference between grading and assessment:
  - Grades focus on individual students, while assessment focuses on entire cohorts of students and how effectively everyone, not just individual faculty, is helping them learn
  - Grades alone do not usually provide meaningful information on exactly what students have and have not learned.

Adapted from Linda Suskie
What is Assessment?

• Difference between assessment and research
  ◦ Traditional empirical research is conducted to test theories, while assessment is a form of action research.
  ◦ The purpose of action research is to inform and improve one’s own practice rather than make broad generalizations.
  ◦ Four step process of action research: plan, act, observe, reflect

Adapted from Linda Suskie
Comparison of Student Artifacts Average Scores by Outcome

IRPEA, Assessment Results Report, p. 6
Direct Measure—ALL Scholars

Student Artifacts Average Scores by Outcome for All Scholars

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain</td>
<td>2.82</td>
</tr>
<tr>
<td>Analyze &amp; Interpret</td>
<td>2.73</td>
</tr>
<tr>
<td>Evaluate</td>
<td>2.63</td>
</tr>
<tr>
<td>Generate</td>
<td>2.49</td>
</tr>
</tbody>
</table>

IRPEA, Assessment Results, p. 15
Student Sample Size by Proficiency and Outcome

n=147
(40% of Student Artifacts Collected from Enhanced Courses)

Explain
- Exceeds Standard: 75
- Demonstrates Standard: 58
- Approaches Standard: 7
- Below Standard: 7

Analyze & Interpret
- Exceeds Standard: 63
- Demonstrates Standard: 63
- Approaches Standard: 10
- Below Standard: 10

Evaluate
- Exceeds Standard: 45
- Demonstrates Standard: 71
- Approaches Standard: 15
- Below Standard: 15

Generate
- Exceeds Standard: 54
- Demonstrates Standard: 68
- Approaches Standard: 21
- Below Standard: 21

Single-page handout
Guiding Questions
Student Artifacts—Direct Measure

1. What are the major conclusions you would draw about the students’ ability to master each of the learning outcomes?
   a. Explain problems, questions, and/or issues
   b. Analyze and Interpret relevant information
   c. Evaluate information to determine credibility of reasoning
   d. Generate well-reasoned conclusions

2. Do the results indicate any strengths; if so, what are the strengths?

3. What concerns, if any, are raised by the results?

4. What are some recommendations for using these results to improve learning?
Indirect Measures—CCSSE/CCFSSE

Thinking Critically & Analytically

- **BC Students**
  - Winter 2011: 71%
  - Winter 2014: 73%

- **BC Faculty**
  - Winter 2011: 84%
  - Winter 2014: 87%

Solving Numerical Problems

- **BC Students**
  - Winter 2011: 60%
  - Winter 2014: 65%

- **BC Faculty**
  - Winter 2011: 43%
  - Winter 2014: 37%

IRPEA, Executive Briefing Sheet
Guiding Questions
CCSSE/CCFSSE

1. What are the major conclusions you would draw about student perception and faculty perception about the extent the College experience contributed to:

   a. Students’ knowledge, skills, and personal development in thinking critically and analytically?

   b. Students’ solving numerical problems?*

2. Do the results indicate any strengths; if so, what are the strengths?

3. What concerns, if any, are raised by the results?

4. What are some recommendations for using these results, in conjunction with the results from the student artifacts, to improve learning?

* Should stakeholders outside of STEM disciplines take ownership of improving a student’s ability to solve numerical problems? Do STEM disciplines think they should “own” this or share with other stakeholders?
Indirect Measures—CCSSE/CCFSSE

How much has your coursework at this college emphasized the following mental activities?

- Analyzing the basic elements of an idea, experience, or theory
- Synthesizing and organizing ideas, information, or experiences in new ways
- Making judgments about the value or soundness of information, arguments, or methods
- Applying theories or concepts to practical problems or in new situations
- Having students use information they have read or heard to perform a new skill

Winter 2011 BC Students
Winter 2014 BC Students
Winter 2011 BC Faculty
Winter 2014 BC Faculty

IRPEA, Executive Briefing Sheet
Guiding Questions
CCSSE/CCFSSE

1. What are the major conclusions you would draw about student perception and faculty perception about the extent College coursework emphasized the following mental activities?
   a. Analyzing the basic elements of an idea, experience, or theory?
   b. Synthesizing and organizing ideas, information, or experiences in new ways?
   c. Making judgments about the value or soundness of information, arguments, or methods?
   d. Applying theories or concepts to practical problems or in new situations?
   e. Having students use information they have read or heard to perform a new skill?

2. Do the results indicate any strengths; if so, what are the strengths?

3. What concerns, if any, are raised by the results?

4. What are some recommendations for using these results, in conjunction with the results from the student artifacts, to improve learning?
Indirect Measures—CCSSE/CCFSSE

Worked on a Paper or Project that Required Integrating Ideas and Information

- BC Students
  - Winter 2011: 65%
  - Winter 2014: 71%

- BC Faculty
  - Winter 2011: 47%
  - Winter 2014: 51%

IRPEA, Executive Briefing Sheet
Guiding Questions
CCSSE/CCFSSE

1. What are the major conclusions you would draw about student perception and faculty perception about the frequency students worked on a paper or project that required integrating ideas or information from various sources?

2. Do the results indicate any strengths; if so, what are the strengths?

3. What concerns, if any, are raised by the results?

4. What are some recommendations for using these results to improve learning?
Thank you!
Assessment results are located on the QEP website at
www.broward.edu/qep