Let’s RAD: Rendezvous Around Data

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Meeting facilitated by

Nathalie Franco, Rowena Hernandez-Muzquiz, Michelle Jackson, Trish Joyce, David Perdian, Barbara J. Rodriguez, Patrick Sammon, Jr.
Agenda

• Provide an overview of the QEP assessment & evaluation plan
• Review the concept of assessment
• Share 2014-2015 assessment results for QEP direct and indirect measures
• Work collaboratively to use results for continuous improvement
Student Artifacts—Direct Measure

- 10 (100%) of the 10 faculty provided student artifacts for scoring (Fall 2014).
- 29 (97%) of the 30 faculty provided student artifacts for scoring (Spring 2015).
- Systematic sampling was used to select the student artifacts to score from the designated enhanced classes (276 artifacts selected for both terms).
- 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 Assessment & Evaluation Plan

Faculty Focus Survey—Indirect Measure

- Administered each Spring term
- Emailed electronically to all Broward College faculty (part-time and full-time)
- Focuses on questions related to critical thinking, teaching strategies, and outcomes-based assessment
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

Adopted from Linda Suskie
“Our Assessment”

- Summative assessment may be too late to help current students, but can be used to make changes affecting subsequent students.
- Embedded assessments for 39 of the 40 courses during 2014-2015; one Add-on assessment.
- Faculty developed Performance-based/Authentic-based and traditional assessments for their designated courses:
  - Performance-based: students demonstrate their skills rather than relate what they’ve learned through traditional tests. Ex. Writing assignments, projects, laboratory and studio assignments.
  - Authentic-based: performance-based assessments that ask students to do real-life tasks, such as analyzing case studies with bona-fide data, conducting realistic laboratory experiments, or completing internships.
  - Traditional: multiple-choice tests, essay tests, and oral examinations. Essay test questions and oral examinations straddle the line between traditional and performance assessments.

Baseline to Annual Comparison

By the end of the QEP, 75% or more students who participate in CT designated course sections will meet or exceed standard

Comparison of the percentage of students who met or exceeded standard

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<thead>
<tr>
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<th>Baseline: Spr2014</th>
<th>Year 2: Fa2014-Spr2015</th>
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<tbody>
<tr>
<td>Explain</td>
<td>82%</td>
<td>71%</td>
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<tr>
<td>Analyze &amp; Interpret</td>
<td>50%</td>
<td>60%</td>
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<tr>
<td>Evaluate</td>
<td>61%</td>
<td>55%</td>
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<tr>
<td>Generate</td>
<td>58%</td>
<td>46%</td>
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Baseline: n=147
Year 2: n=276
Student Sample Size by Proficiency and Outcome
2014-2015

n=276
40% of Student Artifacts Collected from Enhanced Courses

- **Exceeds Standard**
- **Demonstrates Standard**
- **Approaches Standard**
- **Below Standard**

**Explain**
- 71% met/exceeded: 44
- 76: Exceeds Standard
- 153: Demonstrates Standard
- 3: Below Standard

**Analyze & Interpret**
- 60% met/exceeded: 29
- 102: Approaches Standard
- 137: Demonstrates Standard
- 8: Below Standard

**Evaluate**
- 55% met/exceeded: 18
- 103: Approaches Standard
- 134: Demonstrates Standard
- 21: Below Standard

**Generate**
- 46% met/exceeded: 16
- 109: Approaches Standard
- 110: Demonstrates Standard
- 41: Below Standard
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 potential conclusions
   d. Generate a well-reasoned conclusion

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?
Guiding Questions
CCSSE/CCFSSE

1. What are the major conclusions you would draw about faculty perception about any/all questions from Faculty Focus Survey?

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, pedagogical/andragogical practices, and QEP process?
Thank you!
Assessment results are located on the QEP website at
www.broward.edu/qep