Closing the Loop on Data Collection and Program Improvement

Chadia N. Abras

Janet S. Schreck
Overview

► ASSESSMENT
  ► Why Assessment?
  ► Creating a Culture of Assessment
  ► Authentic Assessments
  ► Multiple Measures
  ► Descriptive Assessment Rubrics

► DATA
  ► Data Collection
  ► Data Triangulation and Analysis
  ► Using Data for Improvement

► ACTIVITY
  ► Using Rubrics to Evaluate Performance
  ► Closing the Loop
ASSESSMENT
Why Assess?

► Course-Based Assessment
  ► Goals are met
  ► Evidence of learning
  ► Impact on learning and practice
  ► Evidence for improvement

► Unit Level Assessment
  ► Operations
  ► Marketing
  ► Enrollment
  ► Evidence of learning
  ► Impact and effectiveness of the institution

1.3
Culture of Assessment

- Create Goals and Objectives
- Use Assessment for Evidence of Learning
- Use Assessment for Improvement
- Use Common Assessment Terms
- Faculty Ownership
- Professional Development
- Administrative Support
- Sustainable Plan of Assessment
- Systematic Assessment
- Implement Learning Outcomes
- Program Reviews
- Assessment of all Activities
- Institutional Effectiveness
Authentic Assessments

- Traditional Assessments
- Authentic Assessments Benefits
  - When to use
  - Effectiveness
  - Use of video to assess authentic tasks
- Mission, Vision, and Curriculum Determine Assessment Types
Multiple Measures

- Goals, Objectives, Outcomes
  - Measure each Learning objective/outcomes at multiple stages of learning
  - Track improvement and show evidence of support of student learning

- Multiple Measures for triangulation
Rubrics

- Why Rubrics
- Scale
- Descriptors
- How to use
- Collecting Data from Rubrics
Data Collection

► Course-Based
► Assessment of learning outcomes
► Authentic assessments
► Traditional assessments
► Data from co-curricular activities
► Internships
► Transition points

► Unit Level Data
► Enrollments
► Retention
► Date to graduation
► Diversity data
► Transition points
► Alumni
► Employers
Data for Improvement

► Triangulation

► Manipulation

► How to read and analyze data to make sense of outcomes

► Explore different causes and solutions

► Use data for Improvement
Closing the Loop

- Data driven improvements at the course level
  - Addition of new concepts/course content
  - Removal of concepts/course content
  - Reordering of classes
  - Modifying pedagogical approach
  - Changing assessment measures

- Data driven improvements at the program level
  - Addition, removal, reordering of courses in curriculum
  - Adding pre-requisites for courses
  - Adding application-based opportunities (labs, community-based learning)
Activity

► ACTIVITY

► Using Rubrics to Evaluate Performance

► Closing the Loop
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cabras@jhu.edu

jschreck@jhu.edu