

CLOSING THE LOOP: REPORTING 2021-2022 IE ASSESSMENT RESULTS

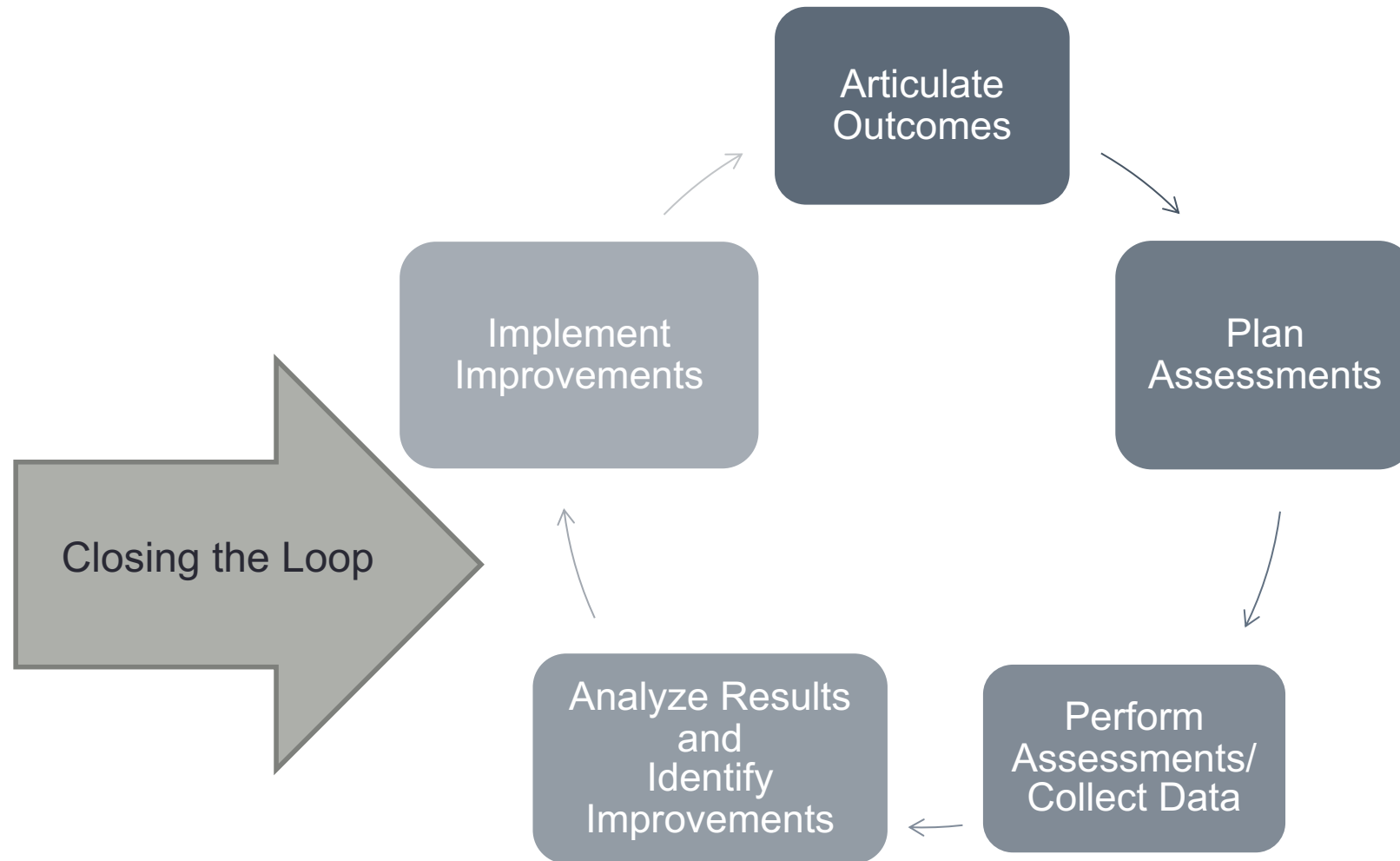
Amanda Wornhoff

wornhoffa@apsu.edu

Allie Michael

michaela@apsu.edu

Continuous Improvement



Why do we report IE assessment results?

- Analyzing results from program-level assessments of student learning can help us identify strengths and areas for improvement in our program curriculum, teaching practices, course design, policies, student support, and more
- Writing the results report helps us clearly connect the program's student learning outcomes, results, and actions/changes
- Reporting assessment results helps us demonstrate a commitment to continuous improvement by showing we collect evidence related to student learning, analyze that evidence, and act on it



COMPONENTS OF THE RESULTS REPORT

Was the target met, partially met, or not met?

- Indicate whether the stated target for the measure was met, partially met, or not met.
 - Remember, the target was set by the program.
- It's perfectly ok if the target was not met or partially met.
 - The goal of IE assessment is to identify both strengths and areas for improvement.
 - A result of “not met” or “partially met” helps the program identify areas that might need improvement.
- If the target was met, you are still expected to provide description of the results and reflective analysis.
 - Possible actions for a target that was met include:
 - Reassessing next cycle to see if results are consistent
 - Identifying a new/additional measure for the outcome
 - Increasing/revising target (where appropriate)
 - Revising outcome to be more specific and/or rigorous

Summary of Results

- Describe your results in a few sentences and how the results did or did not meet the target
 - Example A:
 - *The goal was to have students complete two particular mini-projects based criteria specified in the submitted description and guidelines. Based on previous assessments, all students were required to complete the same two mini-projects. Faculty raters reviewed a random selection of 10 mini-projects from a total of over 70 submissions. Our ratings goal (the proposed criteria for success) was to have the faculty ratings meet or exceed 4.0/5.0. The ratings of mini-projects for the 10 randomly sampled mini-projects 4.6/5.0.*
 - Example B
 - *During this assessment cycle, we met and exceeded the achievement target of 80% of students scoring 75% or better on the Literature Review Assignment. Eighty-four percent (21/25) of students that turned in the assignment scored 75% or better. The caveat is this data is based only on students who turned in the assignment. Across the assessment cycle, 25 out of 34 (74%) total students turned in the assessed assignment. A quarter of students failed to turn in this assignment, a clear challenge for us to consider.*

Reflective Analysis

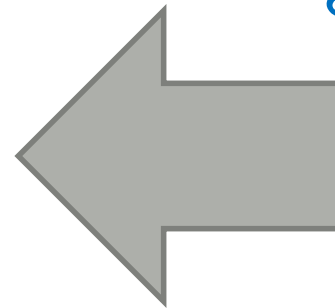
- The analysis provides context for the results and hypothesizes possible contributing factors for the results.
- The analysis is an exploratory narrative about
 - why you might have received these results,
 - what is notable about the results, and/or
 - what the results might mean for improvement or other actions.
- Analysis is generated by reflecting on the results, discussing them with colleagues, and considering any related context/factors
- The analysis should serve as a “bridge” between the results and your planned actions.

Reflective Analysis

- Example A
 - *These results indicate that students were able to develop the skills and knowledge necessary to understand the diagnostic process, including differential diagnosis and the use of current diagnostic classification systems . . . Additionally, the students were able to understand the basic classifications, indications, and contraindications of commonly prescribed psychopharmacology medications. The students were able to provide comprehensive diagnostic impressions to six vignettes: contextual understanding, mental health concerns, medical conditions and contextual concerns, treatment planning, and referral. Moreover, the students were able to apply the knowledge gained in the course to make informed decisions related to treatment planning, diagnosis, and medication management. Students exhibited the lowest scores on two vignettes that include cases of clients with some psychosis features. It will be beneficial to review the sample practice vignettes and teaching methods the instructor employed to cover the chapter on psychosis related concerns.*
- Example B
 - *The primary take-away from this data point is that students who turn in the literature review assignment do exceedingly well on it; however, as previously noted, approximately 25% of students did not turn the assignment in (excluded from the analysis). The literature review is the culminating assignment . . . due at the end of term, and there are several factors that may account for the large percentage of students who do not turn in the assignment including attrition and being overwhelmed by a 10 page paper at a “peak” time during the term when other “culminating” assignments are also due in other courses.*

Planned Actions Based on Results

- What actions does the program plan to take based on these results?
 - Actions based on results should be feasible and realistic
 - Ideally, actions are identified collectively by those in the unit/program and approved by the unit head/chair, as appropriate
 - **Include the following re planned actions:**
 - Type
 - Description
 - Implementation Date
 - Individual responsible
 - When outcome will be re-assessed
 - If no actions are planned: must provide rationale, other next steps



New details required!

Planned Actions Based on Results

- Example

Planned Actions Based on Results and Next Steps:

Will your unit be implementing actions based on these results? Yes → No

If no, please provide an explanation/rationale for not taking action.

.....

..

If yes, please complete the following:

Type of Action: Pedagogical Strategy

¶

Description of Action:

Instructors teaching the course will develop and incorporate selected videos describing the day-to-day life of people with psychosis disorders and engage the class with more sample vignettes and real-life stories with the aim of facilitating student learning related to psychosis disorders.

¶

Date of Implementation of Action: Spring 2023

¶

Individual(s) Responsible for Implementing Action: Department chair and all SUBJ-3400 instructors

¶

When will this outcome be reassessed? 2023-24 Page Break ¶

New details required!

Food for thought:

A few reasons you might have a hard time identifying actions

- Measure doesn't provide actionable information about student learning related to the outcome
 - Not aligned with outcome
- Analysis of results isn't detailed enough
 - E.g., you're looking at one big result (80% of students scored X) rather than at an item analysis (e.g. X% of students answered a specific question or set of questions incorrectly; X students scored lowest/highest on a particular rubric item)
 - E.g., you aren't considering contextual info or other data to analyze the data (the data doesn't exist in a vacuum, so it's ok to bring in other sources/context to analyze and identify actions)
- The outcome you're assessing isn't actually aligned with the course from which you're gathering data
- The folks teaching the courses aligned with the outcome aren't directly involved in the assessment process (particularly analysis of results)

Process for Submitting Results Reports

- Entire process will occur in Microsoft Teams
- Before writing the Results Report, access your program's submitted IE Plan in Microsoft Teams
 - All Chairs, Assessment Coordinators, Deans, and Associate Deans will be added to IE Planning Team
 - This Team will serve as the repository for IE Plans and Results Reports moving forward
- Results Report templates can be accessed in Teams or on the IEA website
 - Make sure you are using the appropriate template based on your unit type (i.e., the template for Degree and Certificate Programs)
- Submit Results Reports in Microsoft Teams (instructions are on the template) by September 15, 2022