

ASSESSMENT MATTERS

Even more than before!

ASSESSMENT MATTERS SPECIAL SUMMER SERIES CHANGES IN RESPONSE TO FINDINGS

In the previous [Assessment Matters](#) special summer issues, I talked about minimizing the number of measures per outcome, adjusting how many of those outcomes you actively measure each year and collecting effective data. The next step in the cycle is that once you have the data, you need to review it and decide if your students met your acceptable targets, or ideal targets. If not, what actions do you need to take to help the next set of students meet those targets? This should be something discussed annually by all of the faculty at a faculty meeting or retreat. But remember, baby steps! Do not design elaborate action plans that are unrealistic or unsustainable. They need to be simple and straightforward so as to give both the faculty and the students a chance to improve.

Assessment Plan submission reminder

Please submit your 2019-2020 Assessment cycle in Taskstream for review by September 30, 2020. Thanks to those programs who have submitted early! All ratings and comments will be released after all of our reviews are completed.

Be sure the action aligns with the findings and outcome.

One of the biggest things we see when reviewing assessment plans is that the action plans are random things a program wants to do but are not as a result of findings collected. Is that bad? NO of course not! But if you find that the assessment measure is not giving you the data you need, then maybe you need to change the measure! You can still have actions based on other impressions, but point that out when reporting those actions in Taskstream. For example, you have an assessment measure that measures oral presentation. You collect your findings and decide that the students met the acceptable target. But your action for that outcome details how you are going to use VoiceThread instead of in-person presentations because of COVID-19. Does the action reflect the findings? No. But is it a good action? Yes! However, it then should be conveyed in the action plan that the change is not due to the findings, but to the situation. Following through then, the next time the measure is reported in the assessment cycle, it should include the change of venue for the oral presentation assessment. This could lead to further comparisons between the in-person data and the online data.

Do not make changes for changes sake. Only propose changes in response to findings if they are necessary.

The following “rules of thumb” might help you decide whether or not to take action:

- If the findings indicate that the acceptable and ideal targets have been met for a specific outcome, and the faculty as a whole are content with student performance, then no action needs to be taken for that outcome. This decision needs to be documented in your assessment reporting.
- If the findings show that the acceptable target was met, but the ideal target was not, then the faculty can discuss where the weaknesses might be and make some changes to the curriculum or the assessment. These changes would compose an action plan in direct response to those findings for that specific outcome.
- If the acceptable/ideal targets have not been met, then it is more likely than not that some kind of action plan needs to be created. The faculty should discuss the findings and develop a plan to turn student performance around and improve their learning.

As you develop those action plans, there are a few things to keep in mind:

- What is the timeline for implementation?
- Who is going to implement the action?
- How will you assess or measure the success of the action?
- Usually the same measure previously used is appropriate.
- What is the level of priority of this action?



As always, OIA is here to help. You can also check out our list of upcoming sessions and offerings at [Webinars and Classes](#).