



**DISCUSSIONS
OF
ASSESSMENT
RESULTS**



**”The Magic is in
the Meetings!”**

DISCUSSION

- At first, my department had assessment discussions among those teaching the same course.
- Some courses – taught by maybe only 1 or 2 instructors.
- Recently, we have started assessing similar SLOs in order to have more instructors participate in the discussion.
- The discussion is better with more participants!
- Schedule a meeting for all instructors at the end of the semester (Zoom, 1.5 hours)



EVERYONE NEEDS SOMEONE TO TALK TO

- Is your department huge? Then split into smaller groups for your assessment discussions.
- Is your department tiny? Maybe have assessment discussions with teachers in similar small departments.
- The important thing is to MEET and DISCUSS...and have enough people to bounce ideas off of.





If possible, have everyone in the department assess the same or a similar SLO.

Different courses have different SLOs, but there might be some similar ones.

This is recommended in order to have more robust discussions of your assessment results at the end of the semester.

EXAMPLES OF SIMILAR SLOS

- **Chem 1A SLO 3:** Perform laboratory techniques correctly using appropriate safety procedures.
- **Chem 30B SLO 5:** Perform laboratory work using standard safety procedures and interpret the results of experiments
- **Chem 12A SLO 5:** Operate in the laboratory using routine acceptable safe laboratory practices to handle chemicals, glassware, and common laboratory equipment.





Create a common rubric to tally the assessment results.

Besides the usual items, include reflection questions on this rubric - for the teachers – to get them thinking:

What were the strong points of your students' work?

What were the weak points/learning gaps?

Ideas for what could be done to improve student performance?



Give each instructor time to talk about their own students' strong points and learning gaps.

Whole group: share ideas, brainstorm

What could be done to help students do better on this skill?



Often, the group will converge/agree on certain actions to be taken.

That's your action plan!

Individual instructors might also decide to make certain changes in their own classes only.

Sometimes, the action plan isn't what you might have expected!

ASSESSMENT EXAMPLE 1

- SLO: Chem 1A and 1B - Design, construct, and interpret graphs accurately.
- Assessment Method: Students submitted a well-formatted graph and read values accurately from provided graphs.
- Rubric: Included overall ratings of graphs and a list of common types of errors. We tallied the number of students in each category.



DISCUSSION CONCLUSIONS – EXAMPLE 1

- We need to create a series of short videos and handouts to really clarify each aspect of making a graph, and share these videos in the department Canvas shell.



ASSESSMENT EXAMPLE 2

- SLO: Chem 30A SLO 4 - Calculate experimental values from laboratory data and interpret the results.
- Assessment Method: every instructor put a common question on their exam that asks students to do a lab calculation (very similar to something they did on a previous lab assignment).
- Rubric: include an overall rating and a list of typical mistakes. Tally the number of students in each category.



DISCUSSION CONCLUSIONS – EXAMPLE 2

- Need to revise the Chem 30A lab manual. Update procedures, add pre-lab questions.
- Require *fewer* wet labs during the semester – to make sure there's plenty of time to help the students who need more time or help. (*Unexpected*)
- Schedule some classes to have one 3-hr lab instead of two 1.5-hr labs. (*Unexpected*)
- Create a list of available chemical demonstrations. (*Unexpected*)





FOLLOW UP TASKS

Full-time instructors make a plan and timeline for accomplishing it.

Some action plans are easy, some take a lot more time/effort.

Put the action plans in Program Review/APUs.

Set reminders so that you don't forget to work on them.



Include discussions of assessment results as a regular part of your department's work.

This is a good focus of department meetings: talking about teaching and learning, sharing ideas, making connections, sharing course materials, etc.

Try to think of how to make improvements. Some instructors have great ideas that can be used and modified by others.

Increases sense of connection, buy-in, belonging, etc.



What better use of meetings than discussing teaching and learning?

The assessment process/cycle can be a powerful framework for reflecting on what we're doing in the classroom.

The discussions bring the department together.