

SWOT Analysis of AY21 Planned Assessments



Looking Ahead

Assessment Day Small Group Activity #2

Activity:

- Analyze your assessment plan for AY2021 using the SWOT analysis tool below & begin brainstorming any adjustments that you would like to make.

Instructions:

- Read the objective
- Review your planned Assessment Measure/Assignment/Assessment methods for each semester
- Determine internal and external helpful/harmful impacts on reaching the objective
- Brainstorm adjustments that you need or want to make to lessen the potential threat

Things to consider when analyzing Assessment Measure/Assignment/Assessment methods viability in different modalities and then planning for required adjustments when needed

- Are colleagues already teaching this course online? How are they effectively assessing these outcomes?
- How could technology facilitate the Assessment Measure/Assignment/Assessment methods?
- Do we need to make adjustments to ensure all students have the opportunity to experience success no matter what their home situation is? Note that not all will achieve the same level success, BUT they should have the opportunity to.
 - Items to consider:
 - access to required materials/technology
 - time commitment with competing home commitments
 - required supports (What supports/scaffolding will students have in order to achieve expectations.

Resource:

- [Blended and Online Assessment Taxonomy Design Infographic](https://fulltiltahead.com/blended-online-assessment-taxonomy-design-infographic/): this was created for K-12, but there are some relevant ideas in the graphic at the bottom of the page. (<https://fulltiltahead.com/blended-online-assessment-taxonomy-design-infographic/>)

SWOT Analysis of AY21 Planned Assessments

Objective #1: Assess student learning during the fall 2020 semester according to your assessment plan

	Helpful to achieving the objective	Harmful to achieving the objective
	STRENGTHS <ul style="list-style-type: none"> Which assessment measures planned for the fall are likely to be successful? What unique capabilities and resources do you possess as a program or department? What do others perceive as your strengths? 	WEAKNESSES <ul style="list-style-type: none"> Which assessment measures planned for the fall are likely to be challenging or unsuccessful? What can you improve given the current situation? Are there ways to adjust the planned assessment measure to make them more viable?
Internal origin <small>(attributes of the system)</small>		
	OPPORTUNITIES <ul style="list-style-type: none"> What trends or conditions may positively impact your attempt to achieve the objective? What opportunities are available to you to enhance or build on your planned assessment measures? 	THREATS <ul style="list-style-type: none"> What trends or conditions may negatively impact you?
External origin <small>(attributes of the environment)</small>		

SWOT Analysis of AY21 Planned Assessments

Objective #2: Assess student learning during the spring 2020 semester according to your assessment plan

	Helpful to achieving the objective	Harmful to achieving the objective
	<p>STRENGTHS</p> <ul style="list-style-type: none"> • Which assessment measures planned for the fall are likely to be successful? • What unique capabilities and resources do you possess as a program or department? • What do others perceive as your strengths? 	<p>WEAKNESSES</p> <ul style="list-style-type: none"> • Which assessment measures planned for the fall are likely to be challenging or unsuccessful? • What can you improve given the current situation? • Are there ways to adjust the planned assessment measure to make them more viable?
Internal origin (attributes of the system)		
	<ul style="list-style-type: none"> • OPPORTUNITIES What trends or conditions may positively impact your attempt to achieve the objective? • What opportunities are available to you to enhance or build on your planned assessment measures? 	<p>THREATS</p> <ul style="list-style-type: none"> • What trends or conditions may negatively impact you?
External origin (attributes of the environment)		

Analysis of AY20 Assessment Results



Looking Back

Assessment Day Small Group Activity #1

Activity: Analyze your AY20 Assessment Results and Complete Your Assessment Report (Analyze & Close the Loop)

Step #1: Analysis: Review the assessment data you gathered during AY20.

Consider the questions below and record any observations (questions are suggestions only)

- What questions are we trying to answer?
- What are we attempting to measure/monitor?
- Did our assessment measure the outcomes that we need to monitor?
- Did we notice anything unusual during the assessment
- What does the data tell us?
- What does the data NOT tell us?
- What strengths/weaknesses does this data highlight?
- How do these results compare to what we have seen in the past?
- Which groups are demonstrating higher/lower proficiency rates?
- How consistent are those patterns over time? Across courses?
- What trends are we noticing across assessments?
- What questions do we have about the trends?
- Were there any surprises or new questions?
- Were there specific goal areas that were significantly higher/lower than proficient?
Higher/lower than in previous years?

Step #2: Close the Loop: Determine what you will do with the information you learned

Consider the questions below and record any observations (questions are suggestions only)

Summarize	<ul style="list-style-type: none"> • What have we learned? • What are the possible root causes for what we are noticing with our data? • What are the causes for celebration/concerns? • What conclusions can be drawn?
Plan Actions	<ul style="list-style-type: none"> • Describe the actions we can take as a result of what we have learned
Share	<ul style="list-style-type: none"> • How will we share what we have learned and the action plan with relevant stakeholders?

Resources to support the activity: [One Pagers from 2019 CCD](#)

Rethinking your assessment? [Campus Labs Assessment Planning Worksheet](#)

#1 | PSA

TASK Identify your program's **priorities, strengths, and areas for improvement (PSA)** in terms of what students should know and be able to do when they graduate from your program.

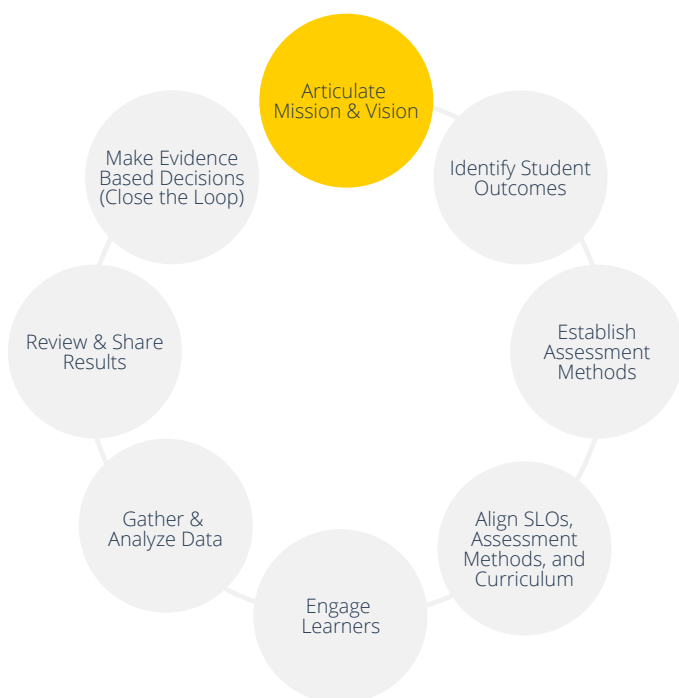
OUTPUT Write your program name and the date on each sticky pad page. List the PSAs for each program on the sticky pad.

Recommended Time Frame: 10:45-11:05 (20 minutes)

KEY INFORMATION

It's important to think about your program's **priorities, strengths, and areas for improvement (PSA)** when planning for assessment. The program's implicit or explicit priorities guide the decisions faculty make about curriculum, instruction, and assessment, and the policies that impact them. The strengths make it possible for the program to achieve its priorities. Areas for improvement are the "pain points" that may interfere with the program's priorities coming to fruition. Priorities should guide what to teach, how to teach, and how and what to assess. The program's achievement of its priorities are mitigated by its strengths and areas for improvement.

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TERMS OF INTEREST

PSA

stands for Priorities, Strengths, and Areas for improvement.

Assessment

is the process of gathering and interpreting evidence of the extent to which students have achieved the target knowledge, understanding, skills, and attitudes or dispositions identified by the program.

PRIORITIES

What are your program's priorities?

What factors impact your program's priorities? Impacts might include the expectations of professional organizations, accrediting body requirements, NSU and College strategic plans, and the job market.

STRENGTHS

What are your program's strengths?

Strengths might include things such as faculty expertise, existing student support resources, facilities, and curriculum.

AREAS FOR IMPROVEMENT

In what areas could your program improve?

Areas for Improvement might include items such as a lack of full time faculty, gaps in faculty expertise, limitations due to space, lack of equipment, and policy constraints.

#2 OUTCOMES

TASK Discuss the extent to which your program's student learning outcomes (SLOs) align with the priorities, strengths, and areas for improvement you identified. Then take some time to determine how well-written your outcomes are, according to the information below.

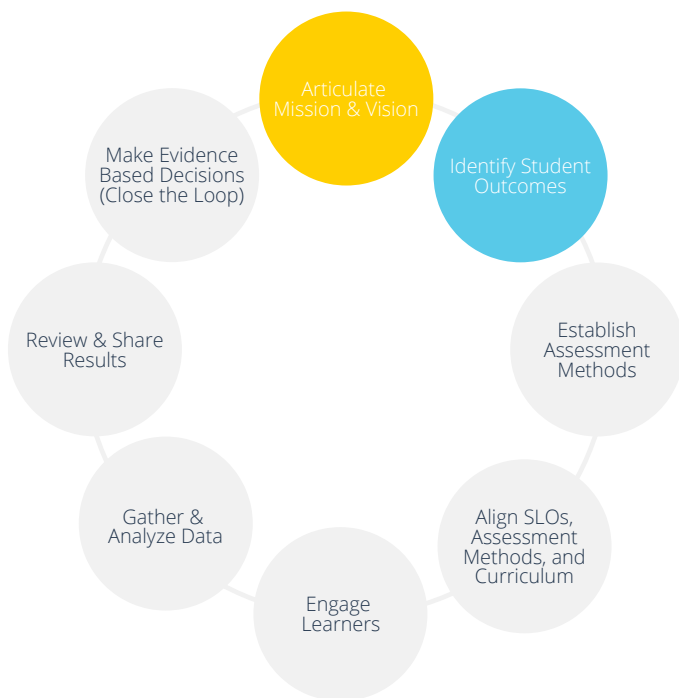
OUTPUT Evaluate your current SLOs. On the sticky pad, list each outcome and identify the next step(s) for each. Should you add or delete any so that the set of program outcomes better aligns with the program's priorities? Do you need to revise any SLOs so that they are specific, measurable, and written according to best practices?
Recommended Time Frame: 11:05-12:00 (55 minutes)

KEY INFORMATION

Goals are broad general directional statements not specific enough to be measurable. They tell us what the program wants students to know and be able to do, and what the program will do to ensure that students will be able to fulfill the goals.

Outcomes are concise, specific and measurable, and written in quantifiable terms. There may be multiple outcomes supporting a single goal. Outcomes must be specific to be measurable. Well written learning outcomes: (1) begin with a measurable or observable verb, (2) focus on a single learning outcome (include only one verb), and (3) are stated in terms of student's terminal performance as a learning product. We provided learning taxonomies for the cognitive, affective, and psychomotor domains on your table, which contain helpful lists of verbs.

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SLO is the abbreviation for Student Learning Outcomes

TERMS OF INTEREST

EXAMPLE OF A PROBLEMATIC STUDENT LEARNING OUTCOME:

Construct and demonstrate an educational philosophy statement which values reflection about teaching practice and guides instructional and professional decisions.
[This outcome includes more than one cognitive requirement (verb), and therefore includes multiple outcomes.]

EXAMPLE OF A WELL WRITTEN STUDENT LEARNING OUTCOME:

Construct an educational philosophy statement which values reflection about teaching practice and guides instructional and professional decisions.

#3 ASSESSMENT

TASK Identify the existing assessment(s) used to provide evidence that students have achieved each SLO. Do the data generated by the assessment(s) provide evidence of the corresponding SLOs? Does the assessment measure the intended student learning outcome as indicated by the verb in the SLO?

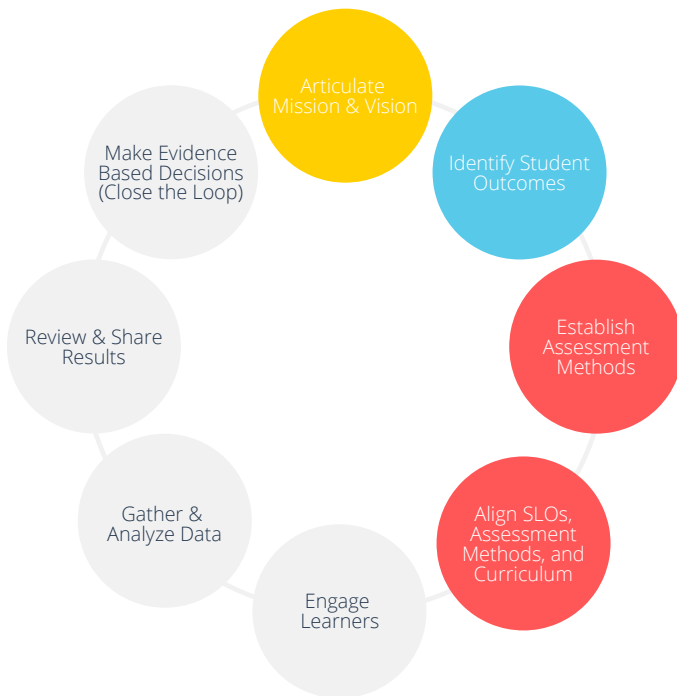
OUTPUT Complete the provided alignment matrix. List the program's SLOs. Identify the assessment used to measure each outcome, and indicate whether the assessment is direct or indirect. Each SLO must be addressed by at least one assessment.

Recommended Time Frame: 1:00-1:30 (30 minutes)

KEY INFORMATION

Alignment is the connection between learning objectives, learning activities and assessment. Alignment conveys the idea that critical program/course components work together to ensure learners achieve the desired learning outcomes. Learning taxonomies help you determine whether alignment exists by classifying the level of difficulty of your course learning objectives and by assisting you in selecting learning activities and assessments that match the learning outcomes. With regard to the alignment matrix, alignment means that each SLO is addressed by at least one assessment, that ideally every assessment is supported by one or more outcomes, and that the assessment type matches the level of difficulty indicated by the verb in the SLO, according to the learning taxonomy.

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COGNITIVE LEARNING EXPECTATION
[IE: STUDENT IS EXPECTED TO.]

explain, discuss, describe, analyze, paraphrase, construct, state

list, identify, recall, recognize, solve, select, choose

CONSIDER USING THIS ASSESSMENT TYPE
[THIS LIST IS NOT EXHAUSTIVE]

essay question, research paper, discussion forum, lab report, performance, speech, oral presentation

multiple choice, true/false, and matching items on objective style tests or quizzes

TERMS OF INTEREST

Assessment is the activity, instruments, or assignment used to measure student competence in the outcome. The assessment must fit the learning domain required in the outcome.

Indirect Assessments gather information through means other than looking at actual samples of student work. Satisfaction surveys, exit interviews, and focus groups are examples of indirect assessments.

Direct Assessments involve looking at actual samples of student work produced in our programs. Examples include performance assessments, capstone projects, senior theses, exhibits or performances, and standardized exams.

#4 ANALYSIS

TASK Determine what your qualitative or quantitative data reveal about students' achievement of the SLOs. What patterns do you notice? What trends do you see? What data points stand out?

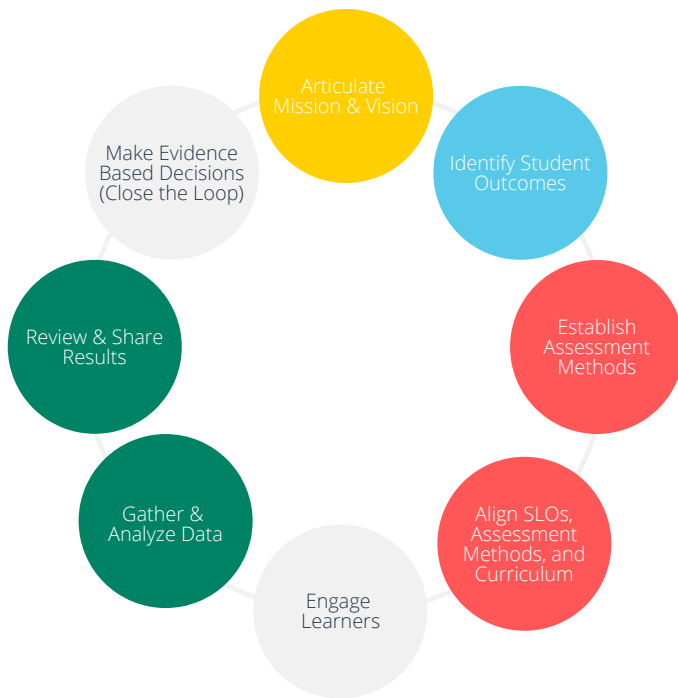
OUTPUT On the big sticky pad, identify any patterns, trends, or data points that stand out or need further investigation. As time allows, discuss what these findings might reveal about the program's curriculum, instruction, or assessment methods.

Recommended Time Frame: 1:30-2:30 (60 minutes)

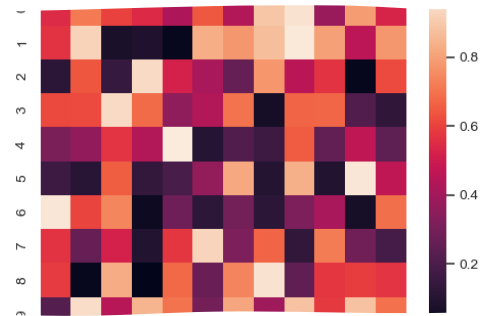
KEY INFORMATION

Representing your assessment data visually can help with the process of analysis, enabling you to see patterns and trends more readily. Consider going beyond trend lines and bar charts by checking out the resources below for more ways to represent your quantitative and qualitative student learning data. The QR codes and URLs at the bottom of the page take you to our favorite data visualization resources, and the heat map and word cloud below are a couple of easy ways to expand your "data viz" repertoire. The darker colors in the heat map show a greater relative frequency, as do the larger words in the word cloud.

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HEAT MAP: QUANTITATIVE DATA



WORD CLOUD: QUALITATIVE DATA



Quantitative Data

get you the numbers to support the broad general points of your assessment data. They consist of facts and numbers. They're structured and statistical, and provide support when you need to draw general conclusions from your student learning data.

Qualitative Data

bring you the details and the depth to understand a fuller picture about student learning. They provide information about students' motivations, thinking, and attitudes.

TERMS OF INTEREST



More Information:

Quantitative Data:
<https://datavizcatalogue.com/>



Qualitative Data:
<http://stephanieevergreen.com/wp-content/uploads/2016/11/Qualitative-Chooser-2.0.pdf>

#5

CLOSING THE LOOP

TASK 1 Identify two to four changes to the curriculum, instruction, and/or assessment your program needs to make based on your data analysis. What specific data support this decision?

TASK 2 Once you have identified the next potential changes, create a poster - a visual representation of where your program is in the assessment journey.

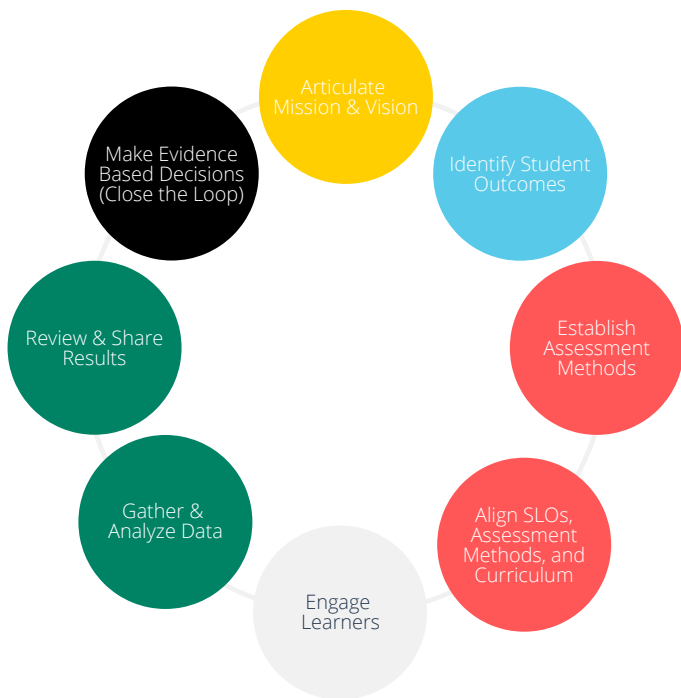
OUTPUT 1 On the same big sticky page, identify two to four changes that your program might need to make based on your data and note what data support this decision.
Recommended Time Frame: 2:45-3:10 (25 minutes)

OUTPUT 2 On a new big sticky page, create a visual representation of where your program is in its assessment journey. Be creative! You'll share these posters with the other programs in your college during a gallery walk. The facilitators will let you know when it's time.
Recommended Time Frame: 3:10-3:30 (20 minutes)

GUIDING QUESTIONS

How will you evaluate the efficacy of the changes you make? What are the major takeaways as a result of data analysis?

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STRATEGIES

Rethink:

- curriculum
- teaching methods
- student learning outcomes
- support systems & co-curriculum

EXAMPLE OF RETHINKING CURRICULUM

OUTCOME: Develop self-directed media projects that synthesize creative, technical, and critical approaches.
RESULTS: Data show 20% of students in a capstone class scored as competent or higher.
ACTION: Integrate targeted instruction of multimedia production in courses before capstone.
RESULTS: Gather new assessment data.
ACTION: Establish new course of action if necessary.

TERMS OF INTEREST

Closing the Loop

is the act of completing the ORA steps. ORA stands for Outcome, Results, and Action.

Outcome

planning involves writing student learning outcomes focused on *what you want students to learn.*

Results

checking involves evaluating student work based on the question, *"To what extent are program outcomes being met?"*

Action

involves revising and reinforcing under consideration of how to use what you've learned.

RESOURCES:

1. <https://www.kent.edu/aal/six-steps-continuous-improvement-student-learning-closing-loop>
2. Suskie, Linda. "Chapter 6: Using Evidence of Student Learning to Inform Important Decisions". *Assessing Student Learning: A Common Sense Guide*. 3rd Ed. 2018.

Assessment Planning

Assessment Purpose

The purpose of this assessment is to _____ (PURPOSE)
 by assessing _____ (POPULATION) using _____ (METHOD),
 so I can _____ (USE OF RESULTS)

Success Criteria

What is your target?
 How will you know if the goal or outcome is met?

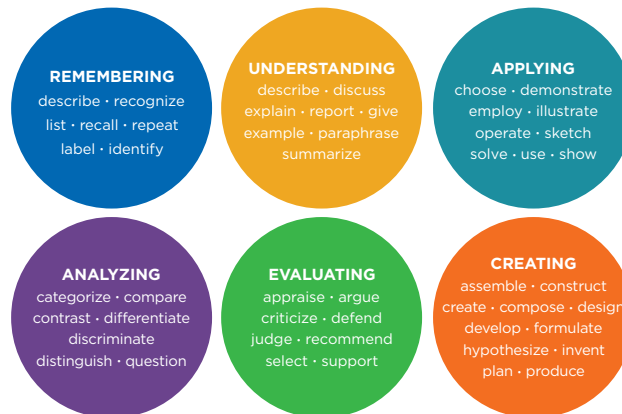
Students will be able to:

Additional Notes

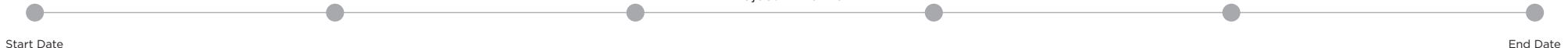
Method Bank

Existing Data	Focus Groups	Visual Methods
Mobile Surveys	Interviews	Case Studies
Web Surveys	Portfolios	Document Analysis
Rubrics	Observations	Quick Assessments

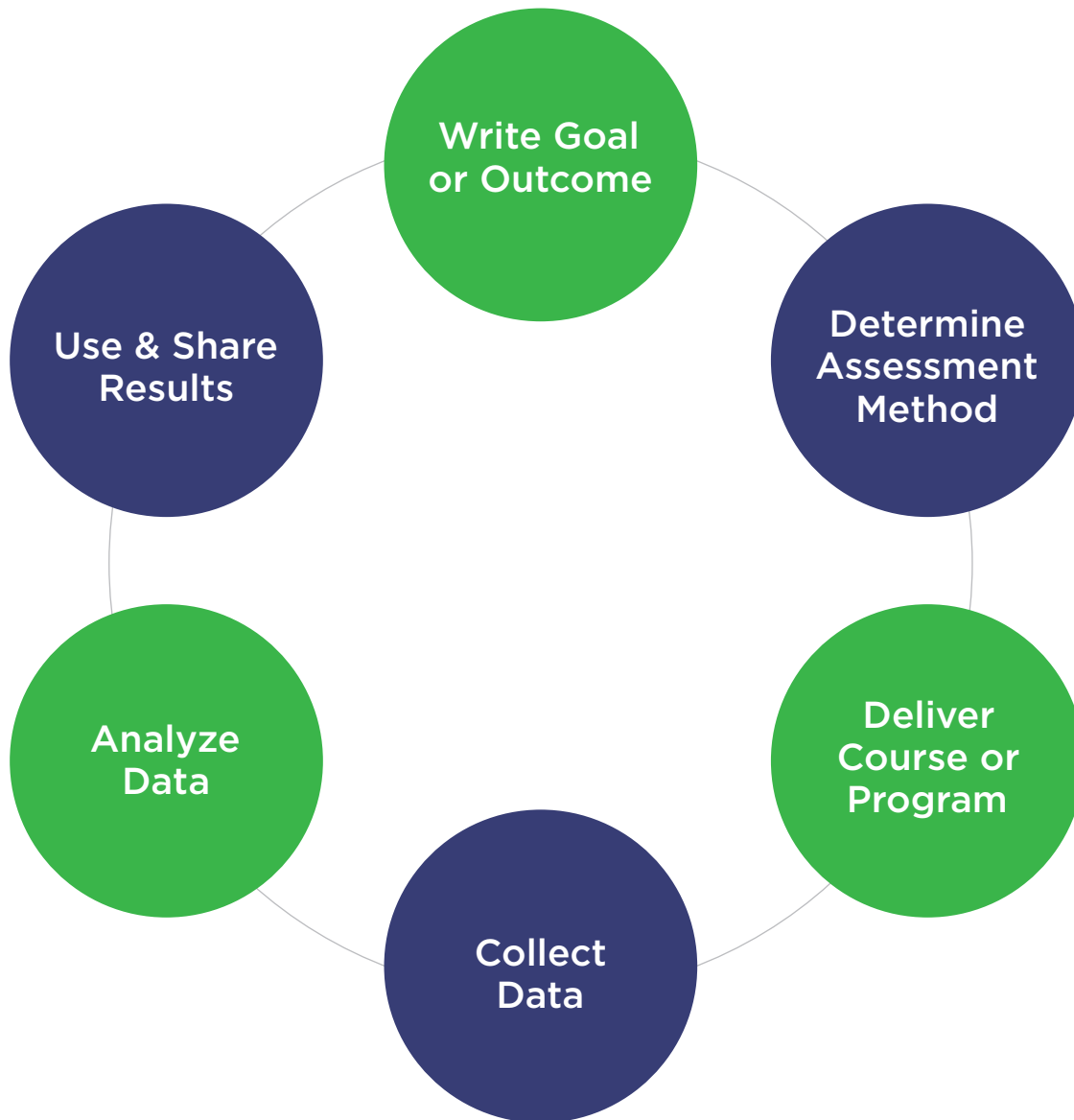
Behavior words from Bloom's Taxonomy:



Project Timeline



Assessment Planning



For additional resources, visit www.campusintelligence.com

Tips

Identify (and use) data that already exists.
No need to do the same work twice!

Find or plan to collect baseline data so you can document change.

Keep it simple! Choose a method that is manageable so you can complete the project.

Build up your assessment toolbox by getting experience with different methods and knowing when it is appropriate to use them.

Consider both formative and summative assessment and choose those that best meet your needs.

Start with the ideal design for your assessment and then work backwards to what is possible. There is always more than one way to collect the data—use what works best for you, knowing that you can add on other methods later.

Look for opportunities to collaborate with other divisions and units.

Include stakeholders from the beginning; this builds credibility in your methods and assessment results.

Reflect on the process and results of assessment and do not be afraid to change your method. Assessment is an ongoing process.

Share your results—let others know about and learn from the work you've done.