

Module 5: Analyzing, Interpreting, and Using Results to Improve Learning

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Analyzing Results: Discussion Points

- Identify who will analyze results (suitable for aggregation and disaggregation according to question you wish to answer)
- Request student performance analysis that can be aggregated and disaggregated according to demographics or other important criteria or characteristics, such as students' course taking patterns
- Request student performance analyzed (assessment brief) against criteria and standards of judgment (scoring rubrics) or against norm-based standards that report achievement under criteria

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- Request visual representation of results
 - Histogram
 - Comparative tables for different cohorts or majors against criteria and standards
 - Request narrative interpretation of student performance

Interpreting Results: Discussion Points

- Establish soft times and neutral zones to engage in interpretation across a program, division, or the institution
- Seek patterns against standards and criteria and cohorts
- Identify and use other kinds of data that will assist your interpretation, such as NSSE results or transcript analyses or maps and inventories of practice (triangulation)

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- Tell the story that explains the results to identify areas or populations that need to be addressed—all students? cohorts of students? all courses? specific courses?




Implementing Changes and Re-Entering the Assessment Cycle

- Implement agreed upon changes
- Re-assess to determine efficacy of changes
- Focus on collective effort—what we do and how we do it


Examples of Changes across Different Institutions:


- Increased attention to weaving experiences across the institution, a program, or a department to improve student achievement
- Changes in advising based on assessment results
- Closer monitoring of student achievement--tracking

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- Faculty and staff development to learn how to integrate experiences that contribute to improving students' achievement of specific learning outcomes
 - Changes in pedagogy and curricular and co-curricular design
 - Development of modules to assist learning; use of technology; self-paced learning, supplemental learning

What Will You Want to Learn?

- Identify the question you want to answer based on your learning outcome statement(s) for your program or for the institution.
- Describe the direct and indirect methods you will use or have used to assess the knowledge, abilities, skills, habits of mind, ways of problem solving, or dispositions students need to demonstrate in project management.


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- Describe the way in which you intend to score these method(s) and your rationale for using a scoring method—norm-based or criteria-based?

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- How would you expect analysis of results to be reported to you?
 - What other kinds of institutional data might be useful to you as you interpret results, such as student profiles?
 - How will you engage others in interpretation of these results to identify students' strengths and identify student weaknesses to improve student learning?

Rooting Assessment into Institutional Values, Processes, Practices, Norms, and Decision-Making Bodies, Channels of Communication (See handout)

List major values, processes, practices, norms, decision-making bodies, and channels of communication into which assessment of student learning has already been rooted:

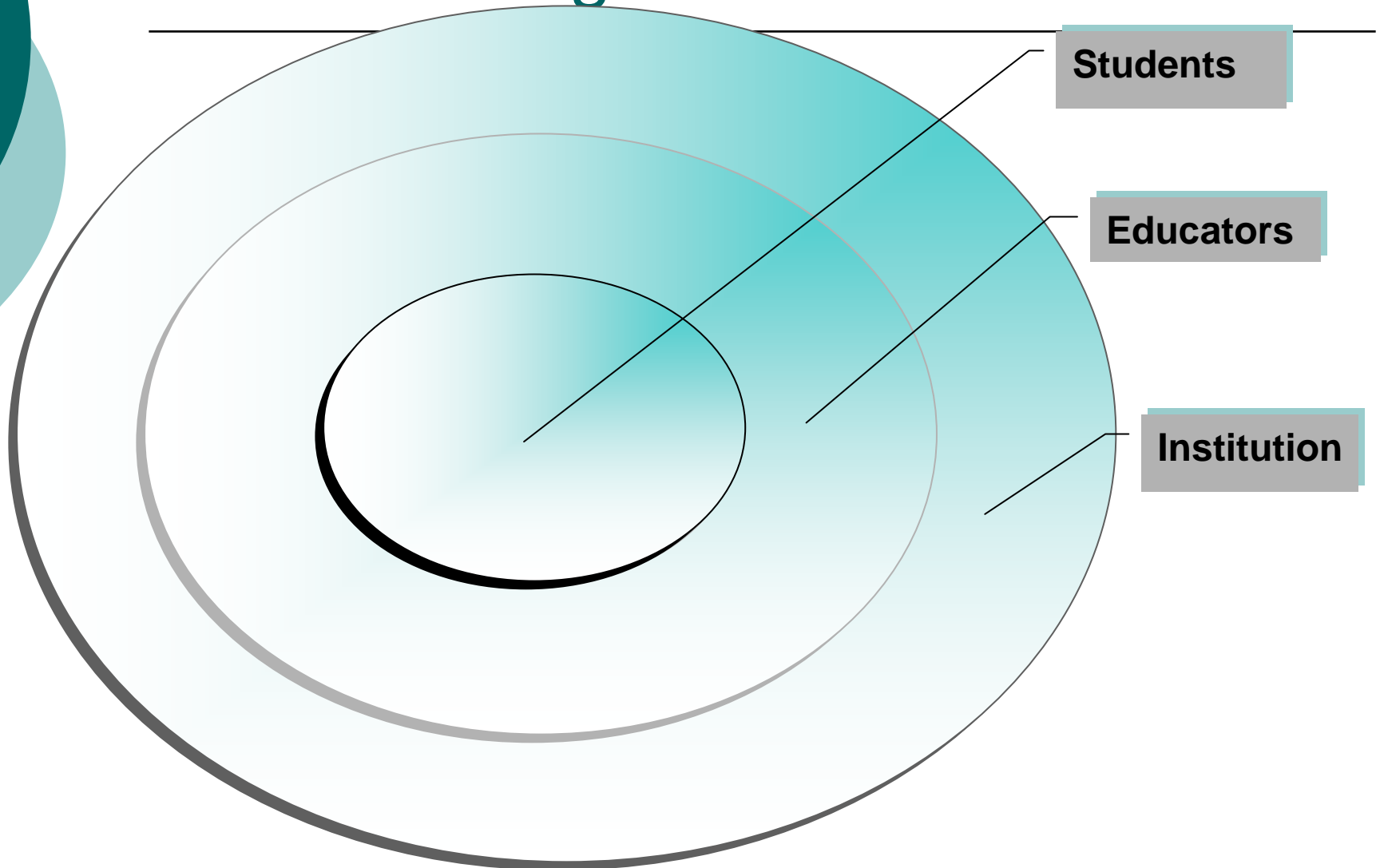
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List major values, processes, practices, norms, decision-making bodies, and channels of communication into which assessment of student learning could be rooted:


- _____
- _____
- _____

Interdependent Positions of Inquiry and Learning



Students' Positions of Inquiry

- **Position students to:**
 - Map the chronology of learning in Project Management (learning chronologies)
 - Involve students in recognizing how and what they learned over time (SALG?)
 - “Think about their thinking and learning” through—

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- Self-reflect on others' assessment of their work
 - Self-reflect on their own learning (how have they repositioned their perspectives, for example?)
 - Analyze their work over time—progress toward desired outcomes


Educators....

- Provide examples of texts from upper level students
- Integrate assessment “along the continuum of learning,” not only at the end, to provide feedback towards high achievement of outcomes—



Educators' Positions of Inquiry

- Pedagogy
- Curricular design
- Instructional design
- Educational tools


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- Educational experiences
 - Students' learning histories/styles
 - Methods to capture learning--
assessment

Institution's Position of Inquiry

- Research on Learning
- Scholarship of Teaching and Learning
- Disciplinary and Professional Developments
- Learning-Centeredness
- Learning Organization


The Scholarly Teacher (University of Portland):


- Exhibits curiosity about his/her students, student learning and students' learning environments
- Identifies issues/ questions (problems) related to some aspect of student learning
- Develops, plans and implements strategies designed to address/enhance student learning

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- Documents the outcomes of his/her strategies using methodology common to the discipline
 - Reflects upon and shares with others his/her ideas, designs and strategies and outcomes of their work
 - Consistently and continually builds upon his/her work and others (i.e., process is iterative)

Evolve Practices, Processes...

- Regularly schedule times to focus on teaching and learning and results of assessment, including soft times
- Establish learning circles that track student learning
- Establish cross-disciplinary working groups

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- Establish formal institution- and program-level times to interpret results of student performance leading to complementary changes, innovations, adaptations
 - Align the institutional calendar with interpretations

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- Establish times for institutional self-reflection and perspective-taking on how students learn project management
 - Identify human, financial, and technological needs to create a core institutional process of learning
 - Build on what you learn across the institution



Consider how to Develop Interdependent Positions of Inquiry....

- Processes
- Practices
- Values
- Structures
- Decisions
- Channels of Communication
- Norms
- Behaviors

Works Cited

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National Research Council. (2001). *Knowing What Students Know: The Science and Design of Educational Assessment*. Washington, D.,C.: National Academy Press.