
ASSESSMENT WORKSHOP: COLLECTING DATA

OUR GOAL FOR TODAY

- ▶ You'll leave with a (more specific) plan for assessing DLOs this year, including how you'll collect & report results
- ▶ You'll have a chance to workshop your ideas, if you'd like
- ▶ You'll have your assessment questions answered

AGENDA FOR TODAY

- ▶ Thinking about DLOs
- ▶ Making assessment simple and useful
- ▶ What will you assess?
- ▶ How will you collect the data?

ARE YOUR DLOS READY TO GO?

- ▶ If they could use some editing, it's best to do that before assessment begins
 - ▶ Are all of them measurable?
 - ▶ Do they reflect where your department / program is today?
- ▶ If you'd like any help or feedback, Kim can help!
(ktwist@sdsu.edu)

MAKING ASSESSMENT SIMPLE & USEFUL

- ▶ What would be useful for your department / program to learn?
- ▶ How might more people get involved?
- ▶ How might assessment be a semester-long / year-long project?

CAN YOU USE SOMETHING YOU HAVE?

- ▶ There may be overlap between CLOs and DLOs
- ▶ Could create a rubric for an existing assignment
- ▶ If you want to assess multiple classes (not sections), could identify comparable assignments in those classes, or pieces of assignments
- ▶ Advantage: no need to create something new; can quickly check a box on a rubric as assignments are being graded

EXAMPLE: COMPARING ACROSS CLASSES

- ▶ DLO: “Develop and refine your own political voice by engaging a diversity of political world views”
- ▶ I might create a 3-point rubric (developing, proficient, advanced, or the 3 descriptions of your choice) and apply it to the relevant student work in department capstone courses
 - ▶ Timing of assignments may be worth considering
- ▶ These assignments might include a final paper in my class, a final presentation in another, etc.

MIGHT YOU WANT TO CREATE SOMETHING NEW?

- ▶ Assessment-specific measures might include a survey, quick writes, etc.
- ▶ Advantage: allows for more consistent assessment across different courses; with pre-test/post-test, allows you to measure progress during the semester

WHAT WILL YOU ASSESS?

EXAMPLE: PRE-TEST / POST-TEST SURVEY

Please rate each of the following 20 questions, using this scale:

3: I can definitely answer this with my prior knowledge / without covering this in 201.

2: I could probably answer this, but I'd have to look in my notes / online for help.

1: I might be able to answer this but would need extensive help.

0: I have no idea what this question is asking me to do.

_____ 6. What does it mean to demonstrate causation, vs. correlation?

_____ 7. What is the difference between experimental and observational studies?

_____ 8. When would you prefer an experimental design to an observational one?

_____ 9. What's the difference between random assignment and random sampling?

_____ 10. How do we go from a population to a sample?

_____ 11. What is a confounding variable?

EXAMPLE: PRE-TEST / POST-TEST SURVEY

Q1. Read the following abstract (from Webb & Bale 2014), and then identify three things:

This research note draws on a new survey to reveal a widespread willingness among current Conservative Party members in Britain to countenance voting for the United Kingdom Independence Party (UKIP) at future general elections. Those most likely to do so are cultural conservatives, but they are not overly right-wing on the distributional dimension of politics. They are particularly concerned about immigration and the European Union, do not feel valued or respected by their own leadership and even regard David Cameron – their own party leader and the country's prime minister – as ideologically more remote from them than UKIP. This serves to illustrate some of the strategic dilemmas facing centre-right parties confronted by populist right challengers.

- | | |
|---|---------------------|
| a. An independent variable | <i>I don't know</i> |
| b. The dependent variable | <i>I don't know</i> |
| c. A hypothesis that these authors might test | <i>I don't know</i> |

HOW MUCH DATA DO YOU NEED?

- ▶ Aim for a representative sample for your department / program
 - ▶ Do you need to assess multiple classes?
 - ▶ If using existing assignments, do you need to assess more than one per student?
 - ▶ Keep in mind that a class is itself a sample
- ▶ Random sampling is ideal, whether at the assignment level or course level, if choosing sections to assess

WHAT TOOLS WILL YOU USE TO ASSESS?

- ▶ Could use Canvas Outcomes (workshop in October)
- ▶ Could keep rubric scores in a Sheets file or even in hard copy
- ▶ Data collection doesn't have to be complicated!

WHAT WILL YOU REPORT?

- ▶ Again, return to the question of what's useful for you to know:
 - ▶ Is it sufficient to know X% of students are at the developing / proficient / advanced levels? Or, is there more you want to know?
 - ▶ Are you interested in adding student demographics to the analysis?

EXAMPLE: COLLECTING DATA

- ▶ DLO: “Ask important questions about politics and answer them by utilizing methods and evidence appropriate to the questions.”
- ▶ Assessment plan: evaluate final projects in POL S 201 with a 3-point rubric
 - ▶ With a rubric, should decide in advance 1) if you’ll report the rows individually or, 2) if not, what combination of D/P/A results in an overall D/P/A

Developing

Proficient

Advanced

Question & hypotheses

project has a question

project has a question and hypothesis

project has a strong question and hypothesis that fit together

Design

design is clear after reading the paper and evaluating the raw data

design choices are clear in the paper

design choices are clear in the paper and appropriate for the question

Results

results are accurately summarized in the paper

results are clearly summarized in the paper, including at least one table / figure

results are clearly summarized in the paper, including at least one table / figure, and discussed with respect to existing literature

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EXAMPLE: REPORTING DATA

- ▶ With second rubric example, would report the % of students in each category
- ▶ If sampling, would do so randomly from each section in fall & spring