

Refining Your Assessment Plan: Session 3

Determining Feedback Mechanisms

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Refining Your Assessment Plan: Session 3

DEVELOPING FEEDBACK MECHANISMS



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Developing Feedback Mechanisms

- Who is involved?
 - Chairperson/Director (or Assistant/Associate Chairperson/Director)
 - Program Coordinator
 - Faculty
 - Individuals
 - Committees



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Developing Feedback Mechanisms

- When is it done?

Learning Outcome	Data source	Benchmark	Timeline	Use of Results
#1				Fall 2013
#2				Summer 2014
#3				End of Semester



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Developing Feedback Mechanisms

- Where is it done?
 - Department/School meetings
 - Retreats (general or assessment)
 - Informal conversations



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Developing Feedback Mechanisms

- Examining the data
 - Rubrics
 - A scoring guide; a list or chart that describes the criteria used to evaluate (or grade) completed student assignments
 - Using a rubric to evaluate (or grade) assignments...
 - Makes your life easier
 - Improves student learning



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Developing Feedback Mechanisms

- Holistic rubric:
short narrative
descriptions of the
characteristics of
different levels of
work

Level 4: Description of the performance at this level

Level 3: Description of the performance at this level

Level 2: Description of the performance at this level

Level 1: Description of the performance at this level



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Developing Feedback Mechanisms

- Checklist rubric:
simple list
indicating the
presence of the
things you're
looking for in an
assignment

Criteria	Present
Criterion 1	✓
Criterion 2	✓
Criterion 3	
Criterion 4	✓
Criterion 5	



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Developing Feedback Mechanisms

- Rating scale rubric: checklist with a rating scale added to show the degree to which the things you're looking for are present in an assignment

Criteria	Not Present	Developing	Established	Advanced
Criterion 1				✓
Criterion 2		✓		
Criterion 3	✓			
Criterion 4			✓	
Criterion 5	✓			



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Developing Feedback Mechanisms

- Descriptive rubric: replaces the checkboxes of rating scale rubrics with brief descriptions of the performances that merit each possible rating

Criteria	Not Present	Developing	Established	Advanced
Criterion 1	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating
Criterion 2	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating
Criterion 3	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating
Criterion 4	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating
Criterion 5	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating	Description of the performance that merits this rating



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Developing Feedback Mechanisms

- Examining the data
 - Content analysis
 - Involves making sense of the material being reviewed
 - Summarize common themes and the extent of consensus concerning those themes
 - Should be approached with an open mind and a willingness to “hear” what respondents are saying



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Developing Feedback Mechanisms

- Examining the data
 - Content analysis
 - Should begin with a clear understanding of the goals associated with the review
 - Sometimes coding categories are predetermined; sometimes, they emerge as materials are reviewed



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Developing Feedback Mechanisms

- Summarizing the results
 - Frequency table: a visual depiction of data that shows how often each value occurred



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Developing Feedback Mechanisms

Item	Response options	Frequency	Percent
What is your present attitude toward your degree program?	Strongly negative	0	0.0
	Negative	1	5.0
	Somewhat negative	1	5.0
	Somewhat positive	3	15.0
	Positive	7	35.0
	Strongly positive	8	40.0
	TOTAL	20	100.0



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Developing Feedback Mechanisms

- Summarizing the results
 - Frequency table: a visual depiction of data that shows how often each value occurred
 - Measures of central tendency
 - Mean: arithmetic average
 - Median: 50th percentile
 - Mode: most common score



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Developing Feedback Mechanisms

Item	Response options	Frequency	Percent
What is your present attitude toward your degree program?	Strongly negative (1)	0	0.0
	Negative (2)	1	5.0
	Somewhat negative (3)	1	5.0
	Somewhat positive (4)	3	15.0
	Positive (5)	7	35.0
	Strongly positive (6)	8	40.0
	TOTAL	20	100.0
	Mean = 5.0	Median = 5.0	Mode = 6.0



Developing Feedback Mechanisms

- Summarizing the results
 - Qualitative summary: “The majority of respondents indicated that they hold positive attitudes toward their degree program.”



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Developing Feedback Mechanisms

- Sharing the results
 - Be open, honest, balanced, and fair
 - Understand your audiences and their needs
 - Help your audiences see the big picture



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Developing Feedback Mechanisms

- Sharing the results
 - Celebrate good results
 - Address areas needing improvement
 - Goals and/or outcomes?
 - Direct and/or indirect evidence?
 - Curriculum and/or instruction?
 - Incorporate results into planning and decision-making processes



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FINAL THOUGHTS



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Final Thoughts

- Goals/objectives/learning outcomes define how students demonstrate their mastery of what faculty want them to learn
- A cohesive curriculum is aligned with goals and learning outcomes



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Final Thoughts

- Assessment involves collecting direct and indirect evidence concerning student development
- Embedding assessment in the curriculum has many advantages
- Assessment should not focus on individual students or faculty



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Final Thoughts

- A recurring theme in assessment is collaboration
- Three major criteria apply to assessment; it should be meaningful, manageable, and sustainable



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