

# Collecting Assessment Results

Now that you have identified the learning opportunities you want to assess, the next step is to collect the student work products for assessment. In some cases, this is an easy endeavor, in others, this is where the assessment effort typically breaks down. Relying on others to provide the assessment information needed for the program can be a challenge. For this reason, consider the following tips.

## 1. Get faculty buy-in for assessment

This first step is key to the success of any assessment effort. In general, faculty members see themselves as the experts in their respective fields and as the gatekeepers of knowledge in their areas. It is reasonable therefore, that external pressures on faculty to provide evidence for student learning would be met with resistance. Most faculty members also have competing priorities such as research, publishing, and service activities for which they are rewarded. Because assessment may not be high on their list of priorities, and is not part of reward systems, expect for attention to assessment needs to “take a back-seat”. For this reason, when getting faculty buy-in for the assessment effort you must communicate:

- why the assessment is taking place
- their role in the assessment effort
- assessment is not punitive and will not affect their performance appraisal
- assessment is evidence of the institution’s commitment to the continuous improvement of student learning

## 2. Plan to assess... develop an assessment schedule in advance

Ideally, you want to plan assessment activities at least a semester in advance of data collection. This time should be used to coordinate with any parties that will be a part of the process. This is also needed so that faculty responsible for administering the assessment know what is required of them before they prepare their course syllabi and other activities of the course. Once the course has begun, it is very unlikely that you will be able to get the cooperation from faculty to collect the assessment data you need. Waiting until the last minute could also mean that the learning opportunities you wish to assess may have already passed and/or the assignments that serve as evidence of student learning may have already been returned to the students.

## 3. Consider sampling

Many times, it is nearly impossible to collect evidence of student learning from all students in a program, or course or activity. For this reason, consider asking for just a sample of students results from the course or activity. Wherever possible try to get a representative sample of all student enrolled in the course. For example, include traditional daytime sections along with some evening and online sections. Aim for at least 25% of the total number of students enrolled in a course or activity.

The example on the following page contains an assessment schedule developed a year in advance to aid in planning and alerting faculty of the program’s needs for assessment. In this example, specific courses were targeted each semester for assessment so that

## Assessment Planning Example

### Assessment Schedule for AA/AS Degrees (Fall 2018 – Fall 2019)

\*Note- All eligible courses are listed, but not all courses and sections will be included in assessment.

	<b>Learning Outcome</b>	<b>Fall Even</b> Fall 2018	<b>Spring Odd</b> Spring 2019	<b>Fall Odd</b> Fall 2019
1	<b>AIU</b> Aesthetic and Interpretive Understanding		X ARTE 101; ARTH 105; ARTH 106; ENGL 283; ENGL 285; MART 110; MUSC 110	
2	<b>ARP</b> Analytical Reasoning and Problem Solving	X CSCE 101; CSCE 102; MATH 122; STAT 201		
3	<b>CMS</b> Effective Engaged and Persuasive Communication Spoken Component			X SPCH 140
4	<b>CMW</b> Effective Engaged and Persuasive Communication Written Component			X ENGL 101 ENGL 102
5	<b>GFL</b> Global Citizenship and Multicultural Understanding; Foreign Language		X SPAN 109; SPAN 110 SPAN 121; SPAN 122	
6	<b>GHS</b> Global Citizenship and Multicultural Understanding: Social Sciences	X HIST 101 HIST 102 HIST 111 HIST 112		
7	<b>GSS</b> Global Citizenship and Multicultural Understanding: Social Sciences	X CRJU 101; POLI 201 PSYC 101; SOCY 101		
8	<b>INF</b> Information Literacy			
9	<b>SCI</b> Scientific Literacy			X BIOL 101/L ; BIOL 110 ; BIOL 243/L; BIOL 244/L; CHEM 101 CHEM 102
10	<b>VSR</b> Values, Ethics and Social Responsibility		X PHIL 211; POLI 201	

### 4. Utilize senior faculty to coordinate data collection

One practice that works is to recruit senior faculty or staff who have influence in the department to facilitate the collection of assessment measures. Usually, these influencers are heavily invested in the program and their wisdom is appreciated within the department.

## 5. Track progress toward data collection

If you are collecting results from multiple places e.g., sections in the curriculum, track who has responded to your requests for assessment data as well as those who have not. Even the most well-meaning faculty members forget things, so find a way to keep track of outstanding assessment results lest you find yourself without the data you need for assessment.

In the following example, course coordinators were used to facilitate assessment data collection and progress toward collection was tracked using an excel worksheet.

## Data Collection Tracking Example

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	
		Learning Goals	Course	Course Title	Coordinators	Term	Measure	Measure Designed	Measure Administered	Data Collected	Rubric Designed	Data Evaluated	*Results Disseminated	*Actions Planned	
1															
2															
3	Bachelor of Science Program	Effective Communication	MGMT 250	Prof. Communication	Dr. Dorinda Clippinger	Fall 05	Informative Memo	✓	✓	✓	✓	✓	<input type="checkbox"/>		
4			MGMT 250	Prof. Communication	Dr. Dorinda Clippinger	Fall 07	Informative Memo	✓	✓	✓	✓	✓			
5			MGMT 250	Prof. Communication	Dr. Dorinda Clippinger	Spring 06	Informative Monologue	✓	✓	✓	✓	✓	<input type="checkbox"/>		
6			MGMT 250	Prof. Communication	Dr. Dorinda Clippinger	Spring 08	Informative Monologue	✓	✓	✓	✓	✓			
7			BADM 301	Career Course		Ms. Jane Willis	Fall 08	Cov. Letter/Mock Intvw.							
8			Effective Decision Making	MGMT 371	Prin. of Management	Mr. John May	Fall 08	Comp XM							
9				MGMT 478	Strategic Mgmt.	Dr. Tim Carroll	Spring 09	Comp XM							
10			Information Technology	MGSC 290	Computers in Bus.	Mr. Phil Marshall	Fall 05	Final Exam	✓	✓	✓		✓	△	△
11				MGSC 290	Computers in Bus.	Mr. Phil Marshall	Fall 06	Pre/Post Test	✓	✓	✓		✓	△	△
12			Business Legal Environment	ACCT 324	Survey of Comm. Law	Mr. Stanley Freeman	Fall 06	10 Multiple Choice ?s	✓	✓	✓	✓	✓		
13															
14			Global Impacts on Business												
15															
16			Leadership & Teamwork Skills	MGMT 403	Leadership in Organizations	Mr. Pat Hanly	Fall 08	Leadership Quiz	✓						
17															
18		Knowledge of Business Areas	ACCT 225	Intro to Fin. Acct.	Ms. Janice Fergusson	Fall 07	10 Multiple Choice ?s	✓	✓	✓	✓	✓			
19			ECON 221	Prin. Of Microeconomic	Dr. Randy Martin	Fall 06	Final Exam	✓	✓	✓	✓	✓			
20			ECON 222	Prin. Of Macroeconomic	Dr. Randy Martin	Spring 07	Final Exam	✓	✓	✓	✓	✓			
21			FINA 363	Finance	Dr. Eric Powers	Spring 06	Final Exam	✓	✓	✓	✓	✓			
22			MGMT 371	Prin. of Management	Dr. Bruce Meglino	Fall 07	Final Exam	✓	✓	✓	✓	✓			
23			MGMT 478	Strategic Mgmt.	Dr. Tim Carroll	Spring 09	TBD								
24			MGSC 395	Operations Mgmt.	Dr. Timothy Fry	Fall 08	Final Exam	✓	✓						
25			MKTG 350	Principles of Marketing	Dr. Bill Bearden	Spring 06	Final Exam	✓	✓	✓	✓	✓			
26															
27		<b>*Notes:</b>													
28		✓ indicates that the assessment data was disseminated to and actions planned were completed by a formal MSB curriculum committee													
29		△ indicates that the assessment data was disseminated to and actions planned were completed by an informal curriculum committee within the department													
30		<input type="checkbox"/> indicates that the assessment data was disseminated to and actions planned were completed by the instructor of the course													
31															
32															
33															