

There is
FUN

to be done!

~Dr. Suess

SUPER FUN!

Assessment Day

University of Minnesota Crookston

May 11th, 2017

Agenda

- A **QUICK**Talk
 - Review the template
 - Tips for closing the loop
 - Collaboration
- Work Time
- SUPER FUN Part

ASSESSMENT
is continuous
improvement

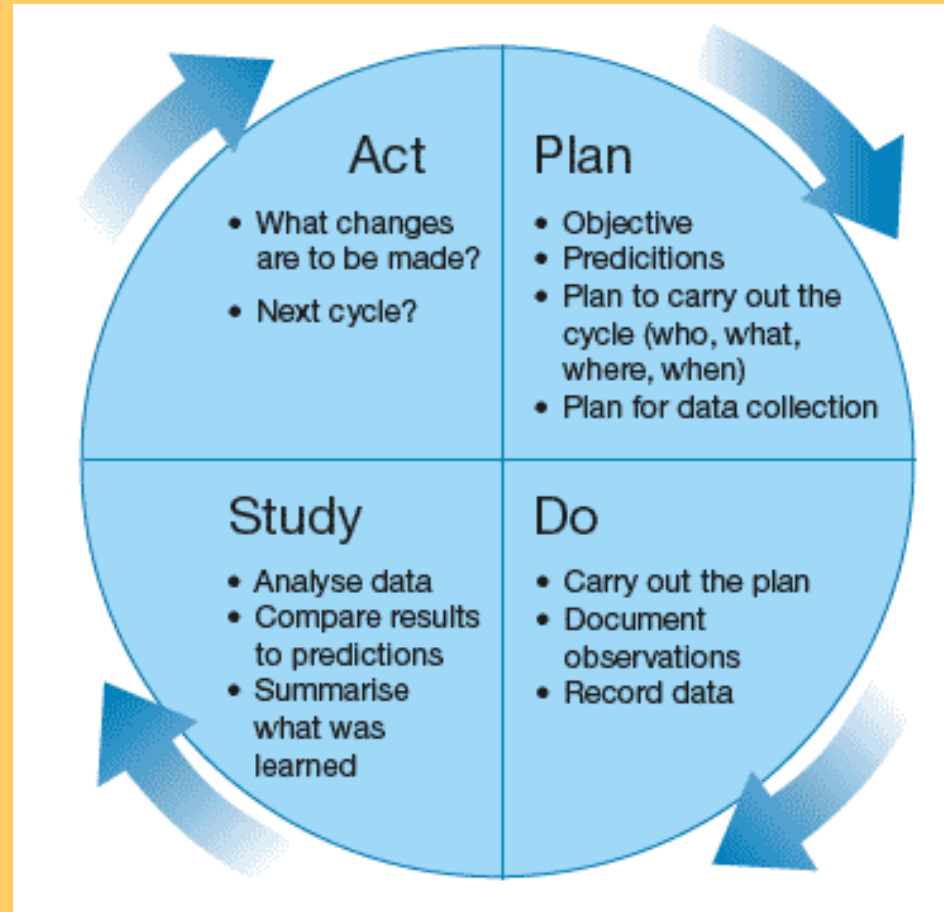
PDCA

plan

do

check (or study)

act



University of Minnesota Crookston
Assessment of Student Learning

Major: COMMUNICATION

Last Updated: 05-12-16

	Assessment Method & Procedures	Data Collection Frequency	Reporting Timeframe	Results	Planned Improvements Based on Results
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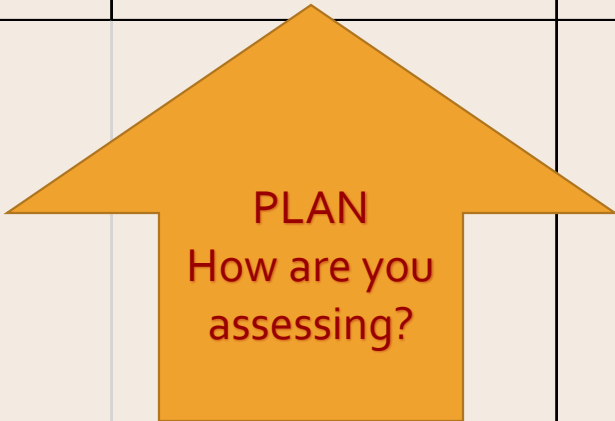
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Outcome 3.1 Critique written communication	Post Test and Artifact from Comm 4999 - Seminar in Communication	Annually	Even Years (starting 2018)		
Outcome 3.2 Create professional written communication	Post Test and Paper from Comm 4999 - Seminar in Communication; Artifact from Comm 4000 - News and Promotional Writing.	Annually	Even Years (starting 2016)	10% of the questions were at or above the established threshold. 33% of the artifacts from COMM 4000 were at or above the established threshold.	Additional practice assignments and graded assignments will be added to reinforce AP style and news release writing.
			Notes:	Set a target threshold for 70% of more students passing each question for each outcome	Some students took the pre and post test in the same semester. Students may have taken the theory course in the fall and the pre-test in January and the post-test in May, which may account for lower scores on the post test. Also two student were new to the major spring semester and had not completed the COMM 4000 course and took the post test.



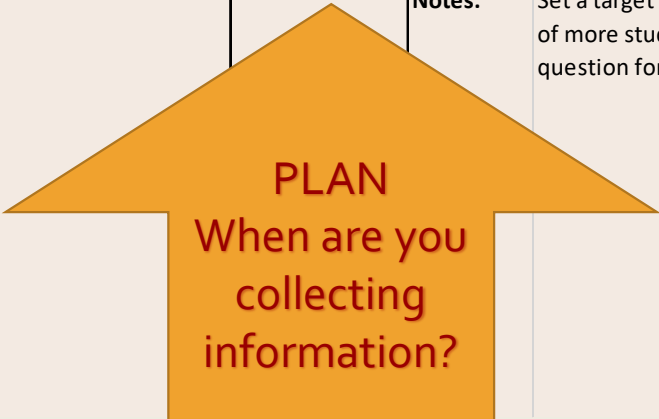
PLAN
Your
Outcome

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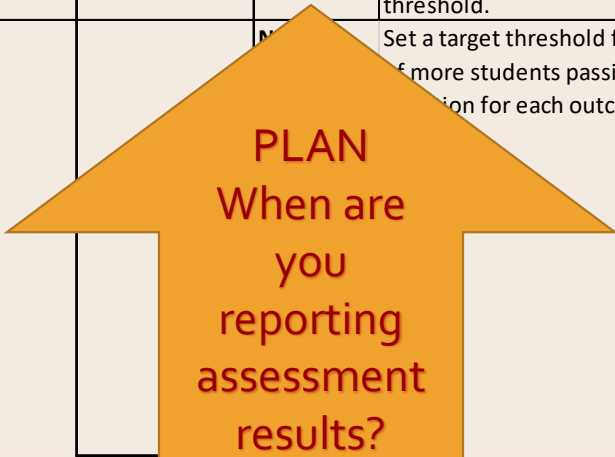
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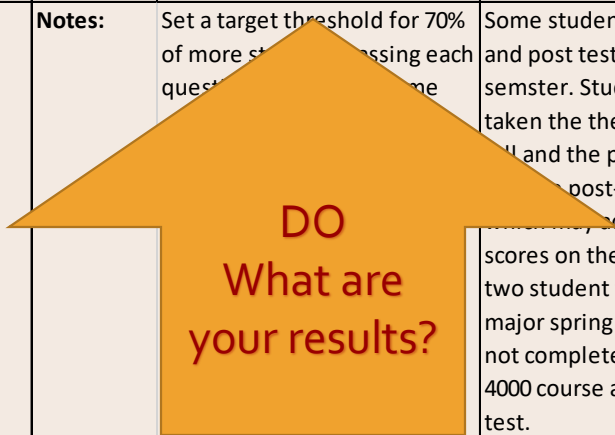
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CHECK

- Today is about "CHECK"
- What can you learn about the data/results you have collected?
- Consider how many of your graduates are "PROFICIENT" at the particular outcome being studied.

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			Notes:	Set a target threshold for 70% of more students passing each question for each outcome	Some students took the pre and post test the same semester. Some have taken...	

ACT:
What are you going to do based on the results?

And the loop continues...

- After you figure out how to ACT, your next round of PLANNING and DOING starts

Next
Time
Around

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Has the additional feedback from assignments increased students' abilities to write professionally?

CLOSING the LOOP

A Rubric Sample

	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics	GRAND TOTAL	%
Student #1	4	4	4	4	4	20	100%
Student #2	4	4	2	4	4	18	90%
Student #3	4	3	2	4	3	16	80%
Student #4	3	3	2	4	3	15	75%
Student #5	3	2	3	1	4	13	65%
Student #6	4	3	2	4	4	17	85%
				Average		16.5	83%

5/6 (83%) are doing 75% or better! YEAH!!!

A Rubric Sample - Assessment

	Context & Purpose	Content Development	Genre & Disciplinary Conventions	Sources & Evidence	Syntax & Mechanics	GRAND TOTAL	%
Student #1	4	4	4	4	4	20	100%
Student #2	4	4	2	4	4	18	90%
Student #3	4	3	2	4	3	16	80%
Student #4	3	3	2	4	3	15	75%
Student #5	3	2	3	1	4	13	65%
Student #6	4	3	2	4	4	17	85%
	22	19	15	21	22		
	92%	79%	63%	88%	92%		

But what about
this???