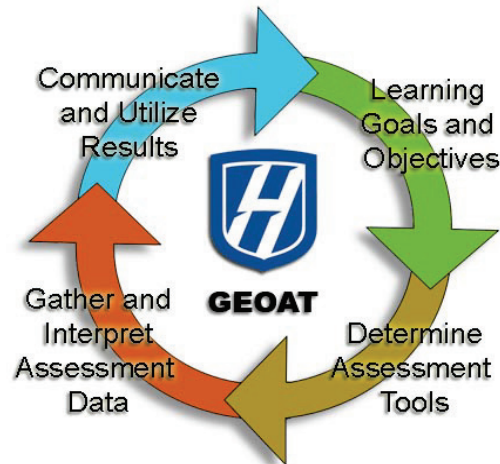


Sustainable Outcomes Assessment Builds on Faculty Expertise

A Tale of Two Systems

S. Stavros Valenti, J Bret Bennington, Terri Shapiro



Annual Conference on Teaching and Learning Assessment: Assessment for Success: Building Academic Innovation & Renewal, Drexel University, September 9-11, 2015.



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Sustainable Assessment

- Time-limited
- Generalizable
- Replicable
- Scalable



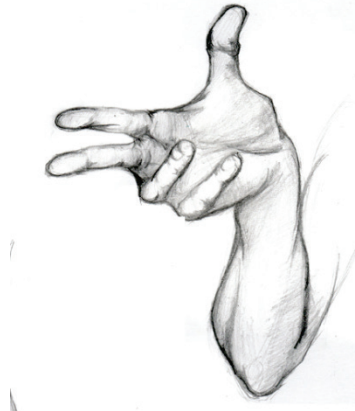
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An Unsustainable Method

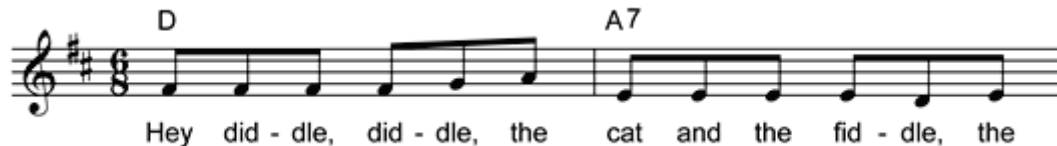
- **Collecting Artifacts**

$$x = \frac{-b \pm \sqrt{b^2 - 4ac}}{2a}$$

- “My summer vacation”



PSY - GANGNAM STYLE (강남스타일) M/V



An Unsustainable Method

- **Collecting Artifacts**

- **The good**

- Face validity
 - Standardized measurement
 - Low burden on instructors

- **The bad**

- Finding competent raters
 - Training takes time
 - Measurement takes time
 - Limited samples of artifacts
 - Is one artifact enough?
 - Not scalable

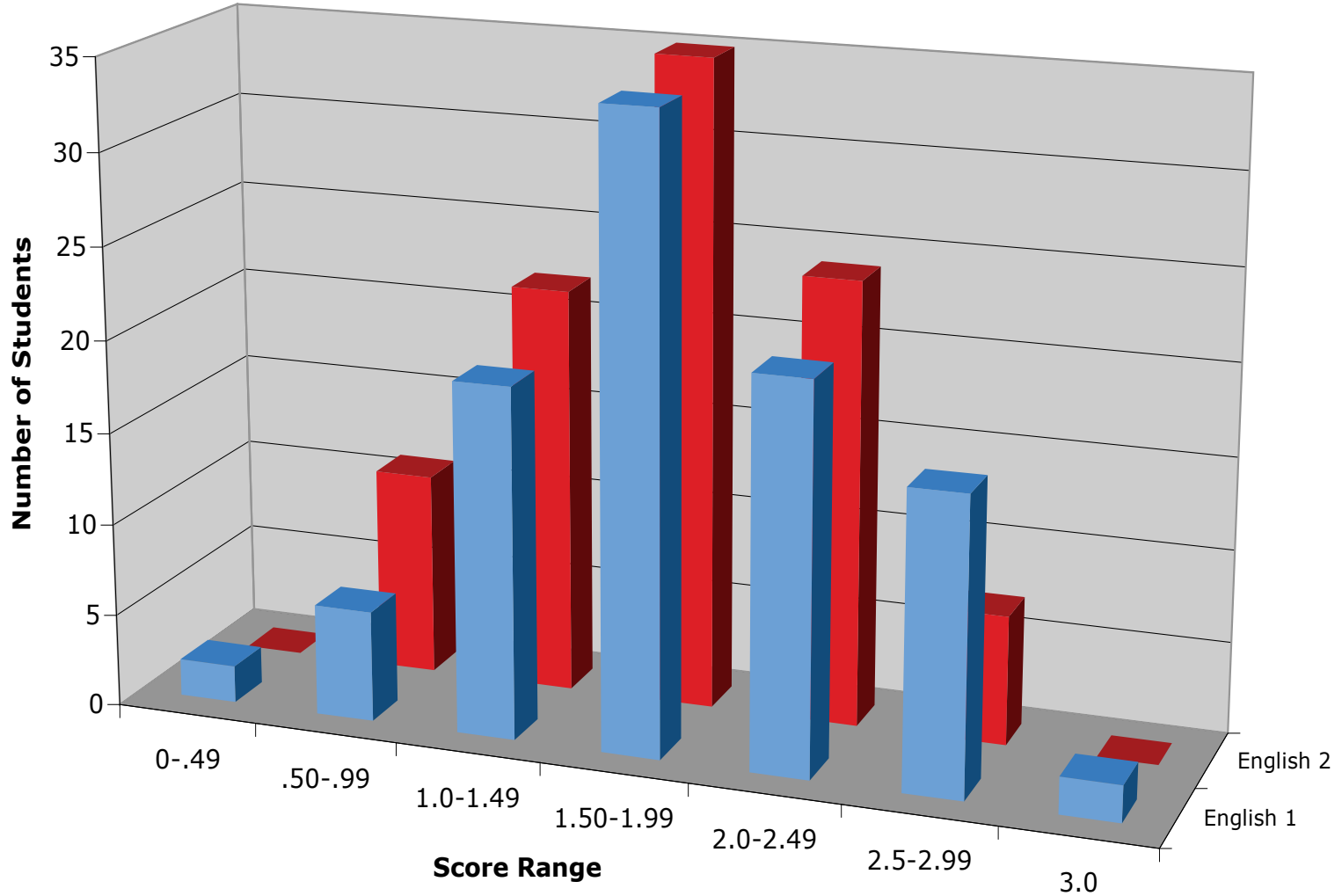


Example

- Hofstra's assessment of writing
 - Initial assessment comparing written essays from English 1 and English 2
 - Sample of 200 essays
 - 10 faculty raters
 - Rubric
 - “Composed grammatical sentences?”
 - “Overall organization?”
 - “Effective Argument?”



DISTRIBUTION OF SCORES IN ENGLISH I & ENGLISH 2



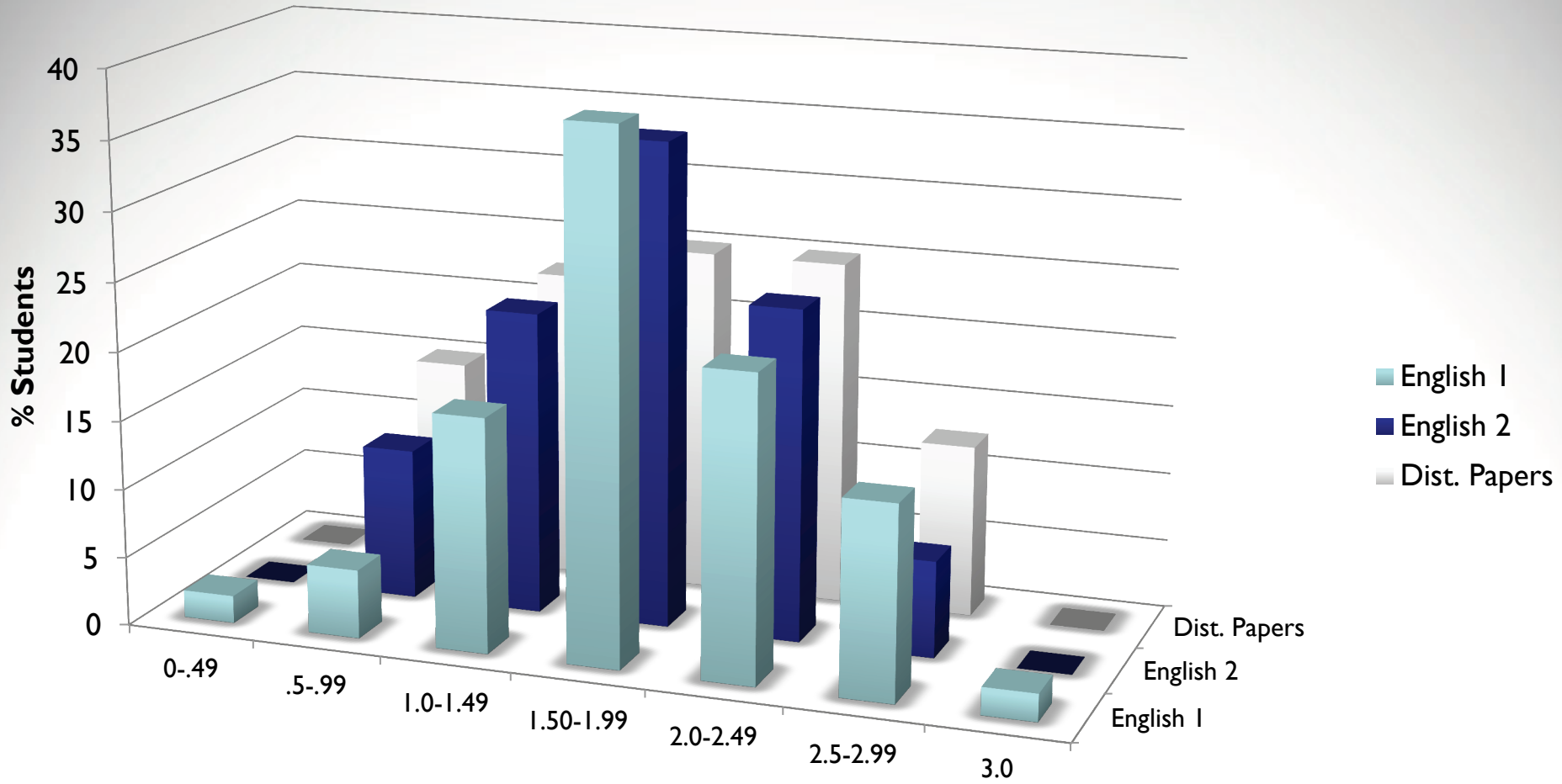
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Example

- Hofstra's assessment of writing
 - Follow-up assessment comparing written essays from senior students culled from Gen Ed distribution courses to Engl. I / 2 results
 - Sample of 40 essays
 - 4 faculty raters
 - Same Rubric as before
 - “Composed grammatical sentences?”
 - “Overall organization?”
 - “Effective Argument?”



Comparison of Written Communication Assessment Scores



Overall Score



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What Went Wrong?

- Reliability problem – significant number of papers had to be rated three times (tie break)
- Validity – difficult to consistently assess papers generated by different assignments
- Small sample size – insufficient statistical power to detect differences between groups
- Poor cost-benefit ratio
- Method is unsustainable



A Sustainable Method

- **Collecting Expert Judgments**
 - *Create a rubric for course instructors that capitalizes on their expert knowledge of their students' skill*



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AUDIENCE PARTICIPATION



Let's Make A Rubric !



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Collecting Expert Judgments: How It worked

- **Very Strong:** The formal writing has a compelling thesis. The organization and development of the paragraphs demonstrate nuance and sophistication.
- **Strong:** The formal writing has a reasonable thesis and most of the paragraphs in the essay support this thesis. The paragraphs are organized and developed.
- **Developing:** The formal writing has a thesis, but it may be too superficial to support an effective composition. The paragraphs display some problems with organization and development.
- **Substandard:** The essay has no thesis or a problematic one. The paragraphs display major problems with organization and development.

Data Collection

- Built a web based survey with *Qualtrics*
- Distributed the survey online
- Collected results into a database for analyses



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INSTRUCTOR	EMAIL	CRN	TITLE
Stavros Valenti	psysv@hofstra.edu	12345	Child Development
NAME	SID		
Ringo S	123456789		
John L	456789012		
Paul M	345678901		
INSTRUCTOR	EMAIL	CRN	TITLE
Bret Bennington	geojbb@hofstra.edu	23456	Intro Geology
NAME	SID		
George H	456789012		
Mick J	567890123		
Frank Z	678901234		
INSTRUCTOR	EMAIL	CRN	TITLE
Terri Shapiro	psytxs@hofstra.edu	34567	IO Psychology
NAME	SID		
Frank S	789012345		
James B	890123456		
Miles D	901234567		

NAME		EMAIL	CRN	TITLE	NAME 1	ID1	NAME 2	ID2	NAME 3	ID3
Stavros Valenti	psyssv@hofstra.edu	12345	Child Development	Ringo S	123456789	John L	234567890	Paul M	345678901	
Bret Bennington	geojbb@hofstra.edu	23456	Intro Geology	George H	456789012	Mick J	567890123	Frank Z	678901234	
Terri Shapiro	psytxs@hofstra.edu	34567	IO Psychology	Frank S	789012345	James B	890123456	Miles D	901234567	



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Thank you for taking time to participate in the Gen Ed assessment survey.

For Tori Jones: Please assess the quality of the student's formal writing. Focus on one student at a time.

- Very Strong: The formal writing has a compelling thesis. The organization and development of the paragraphs demonstrate nuance and sophistication.
- Strong: The formal writing has a reasonable thesis and most of the paragraphs in the essay support this thesis. The paragraphs are organized and developed.
- Developing: The formal writing has a thesis, but it may be too superficial to support an effective composition. The paragraphs display some problems with organization and development.
- Substandard: The essay has no thesis or a problematic one. The paragraphs display major problems with organization and development.
- No basis for assessment

For Lauren G: Please assess the quality of the student's formal writing. Focus on one student at a time.

- Very Strong: The formal writing has a compelling thesis. The organization and development of the paragraphs demonstrate nuance and sophistication.
- Strong: The formal writing has a reasonable thesis and most of the paragraphs in the essay support this thesis. The paragraphs are organized and developed.
- Developing: The formal writing has a thesis, but it may be too superficial to support an effective composition. The paragraphs display some problems with organization and development.
- Substandard: The essay has no thesis or a problematic one. The paragraphs display major problems with organization and development.
- No basis for assessment

INAME	IEMAIL	CRN	TITLE	SNAME1	SID1	SNAME2	SID2	SNAME3	SID3
Stavros Valenti	psysv@hofstra.edu	12345	Child Development	Ringo S	123456789	John L	234567890	Paul M	345678901
Bret Bennington	geojbb@hofstra.edu	23456	Intro Geology	George H	456789012	Mick J	567890123	Frank Z	678901234
Terri Shapiro	psytxs@hofstra.edu	34567	IO Psychology	Frank S	789012345	James B	890123456	Miles D	901234567

INAME	IEMAIL	CRN	TITLE	SNAME1	SID1	SNAME2	SID2	SNAME3	SID3	SCORE1	SCORE2	SCORE3
Stavros Valenti	psysv@hofstra.edu	12345	Child Development	Ringo S	123456789	John L	234567890	Paul M	345678901	1	4	3
Bret Bennington	geojbb@hofstra.edu	23456	Intro Geology	George H	456789012	Mick J	567890123	Frank Z	678901234	2	1	2
Terri Shapiro	psytxs@hofstra.edu	34567	IO Psychology	Frank S	789012345	James B	890123456	Miles D	901234567	3	3	2



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NAME	ID	SCORE	INSTRUCTOR	EMAIL	CRN	TITLE
Ringo S	123456789	1	Stavros Valenti	psyssv@hofstra.edu	12345	Child Development
John L	234567890	4	Stavros Valenti	psyssv@hofstra.edu	12345	Child Development
Paul M	345678901	3	Stavros Valenti	psyssv@hofstra.edu	12345	Child Development
George H	456789012	2	Bret Bennington	geojbb@hofstra.edu	23456	Intro Geology
Mick J	567890123	1	Bret Bennington	geojbb@hofstra.edu	23456	Intro Geology
Frank Z	678901234	2	Bret Bennington	geojbb@hofstra.edu	23456	Intro Geology
Frank S	789012345	3	Terri Shapiro	psytxs@hofstra.edu	34567	IO Psychology
James B	890123456	3	Terri Shapiro	psytxs@hofstra.edu	34567	IO Psychology
Miles D	901234567	2	Terri Shapiro	psytxs@hofstra.edu	34567	IO Psychology



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```
UNIANOVA SCORE BY CLASS HONORS  
/METHOD=SSTYPE (3)  
/INTERCEPT=INCLUDE  
/CRITERIA=ALPHA (0.05)  
/DESIGN=CLASS HONORS  
CLASS*HONORS.
```



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Between-Subjects Factors		
		N
CLASS	FR	235
	SO	836
	JR	647
	SR	952
HONORS	0	2045
	1	625

Tests of Between-Subjects Effects

Dependent Variable: SCORE

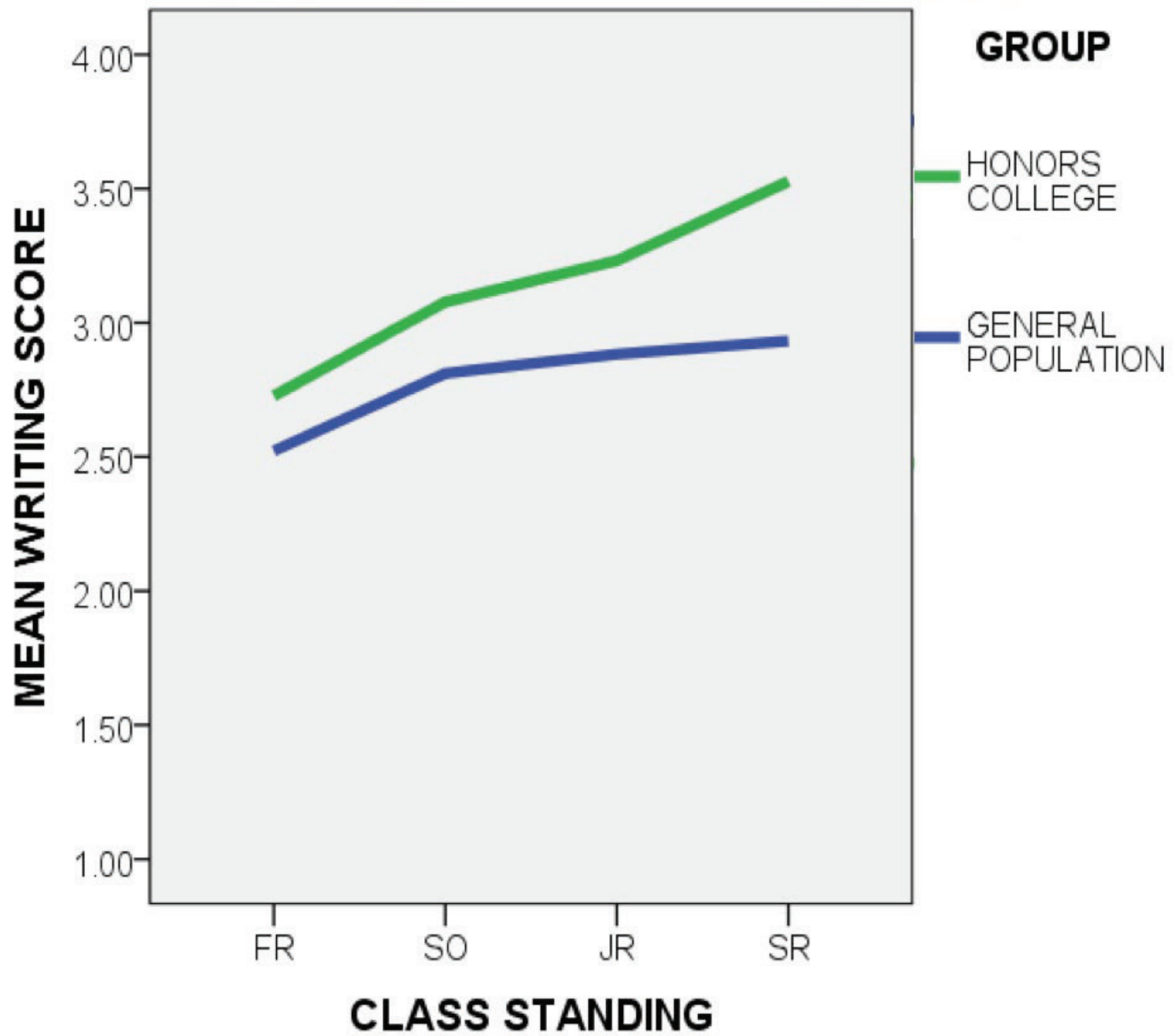
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	141.205 ^a	7	20.172	26.428	.000
Intercept	4874.912	1	4874.912	6386.817	.000
CLASS	35.267	3	11.756	15.401	.000
HONORS	17.361	1	17.361	22.746	.000
CLASS * HONORS	9.856	3	3.285	4.304	.005
Error	2031.844	2662	.763		
Total	25235.000	2670			
Corrected Total	2173.049	2669			

a. R Squared = .065 (Adjusted R Squared = .063)

CLASS	COUNT	MEAN	SD	% MEETING CRITERION
FR	235	2.53	0.95	57%
SO	836	2.89	0.81	69%
JR	647	2.98	0.78	72%
SR	952	3.06	0.75	77%



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Didn't take long ...



Learned something new ...

Closing the Loop

- Improvement from 1st to 2nd year
- Only honors students continue to improve: **why?**
- Recommendation: Additional upper level writing intensive courses



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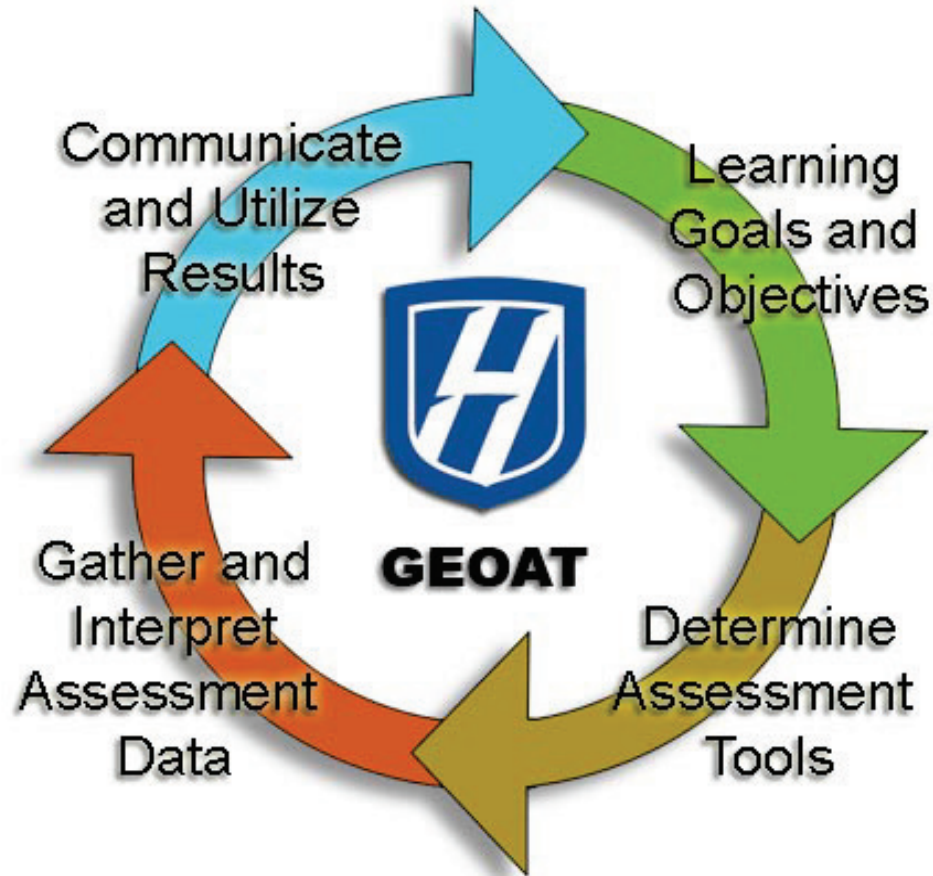
QUESTIONS FOR YOU

- Could “collecting expert judgments” work at your institution?
- What hypotheses could you test with this method?



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Thank You



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