

Humanities Department

Dave Richardson, Department Assessment Liaison

Fall 2018

What Did We Do and Why?

Music

- Assessment for AFAs using Juries (Music 181, 182, 281, & 282)
- First steps for assessing other programs (Music Certificates)

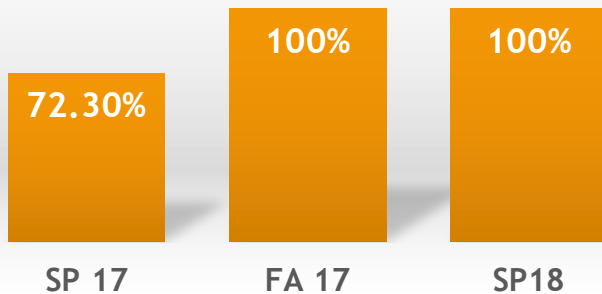
Why Juries?

- Key component of AFA degrees
- Questions re: Rater Agreement
- Questions re: Student Progress

What Did We Find (in Music)?

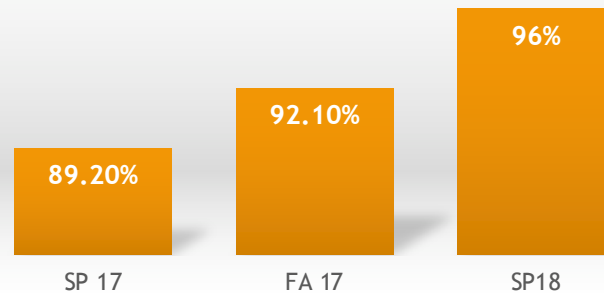
Useability Improved

Complete Submissions



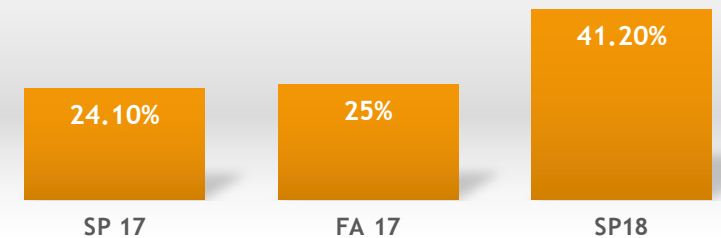
Compliance Improved

Juries w/2 Jurists



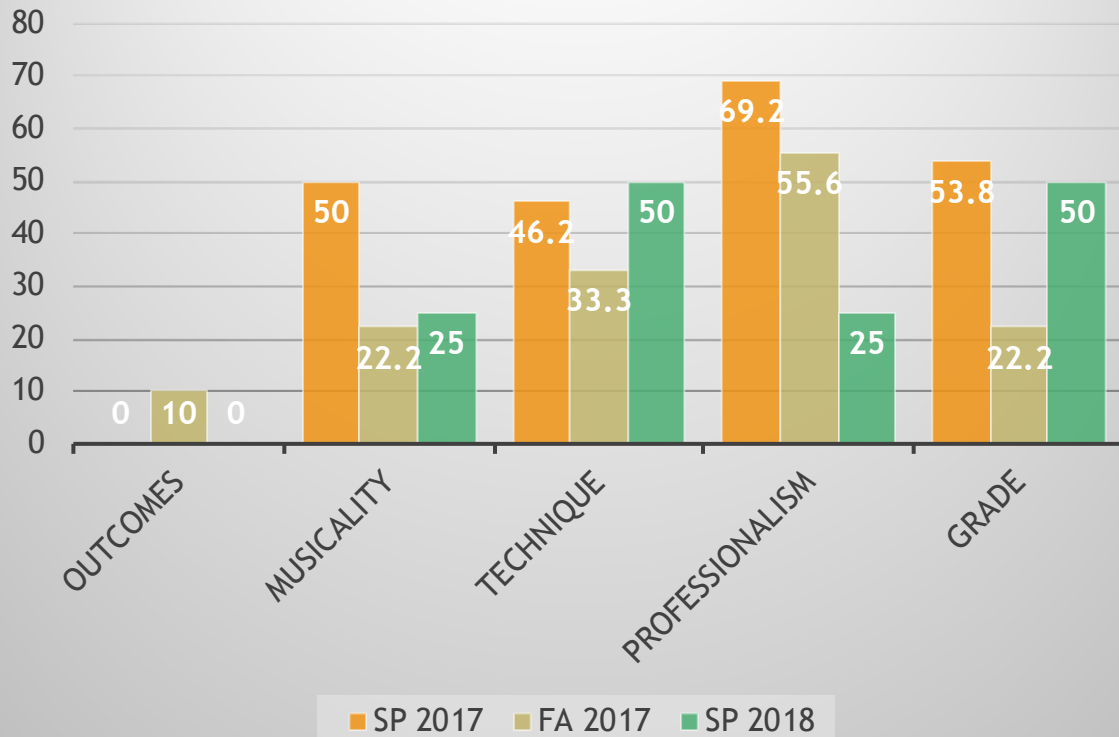
Sight Reading Happened More

Juries in which Sight Reading Examined

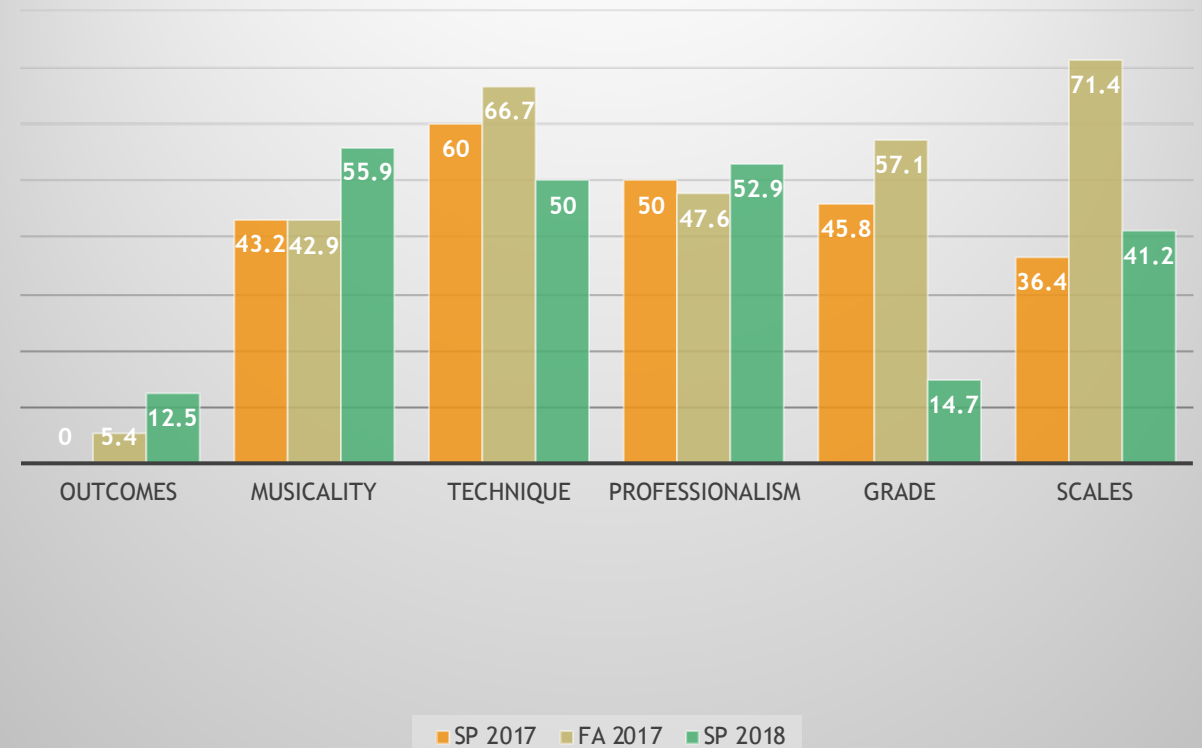


What Did We Find (in Music)? Disagreement...

Voice Disagreement Percentages (By Category)

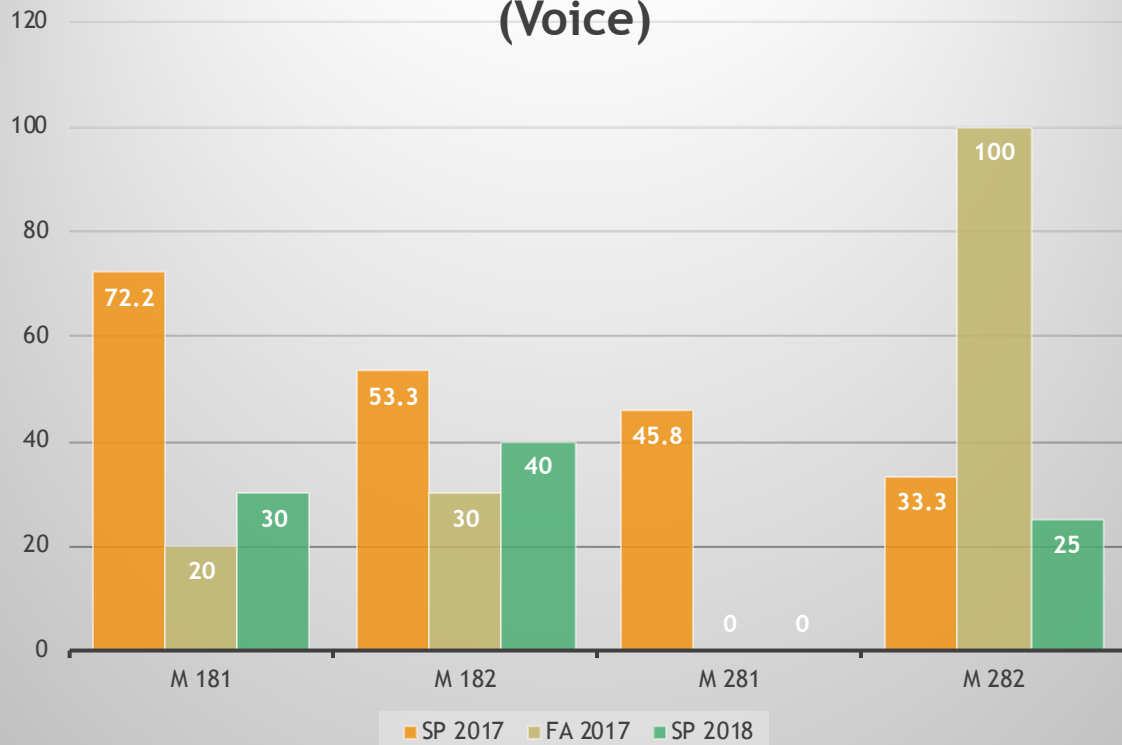


Instrument Disagreement Percentages (By Category)

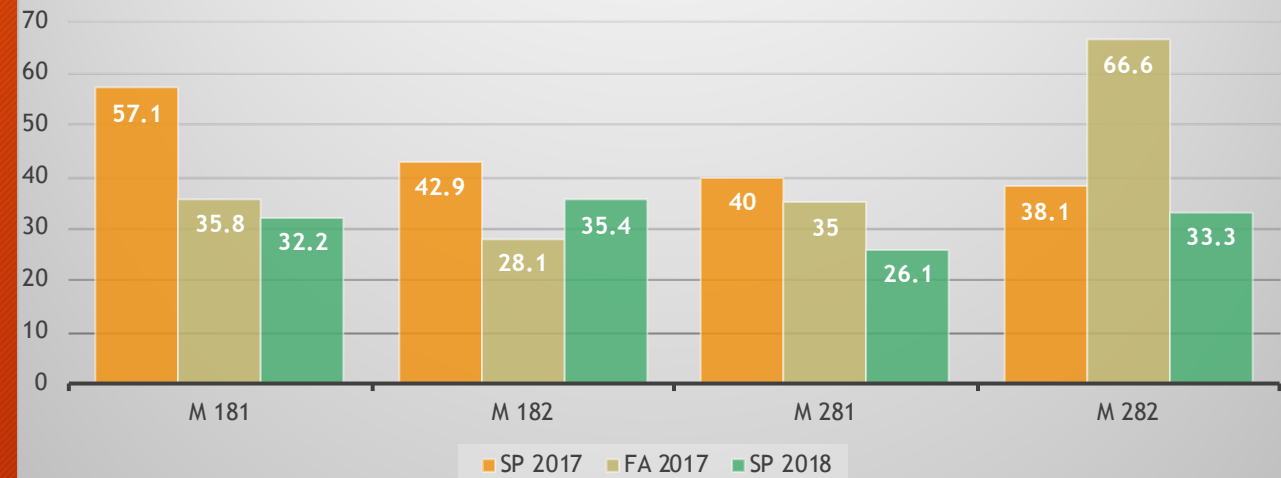


What Did We Find (in Music)? Disagreement...

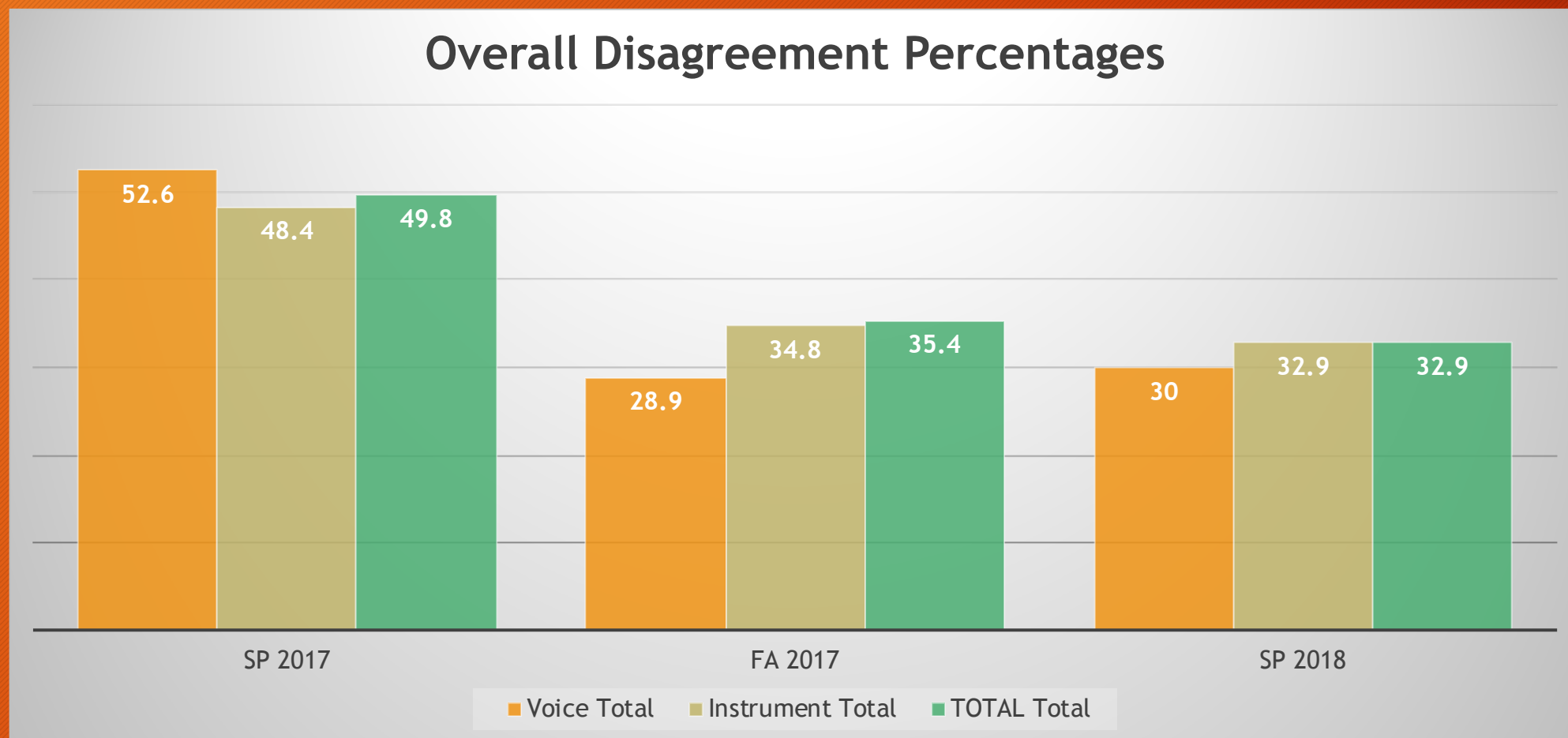
Disagreement Percentages by Class (Voice)



Disagreement Percentages by Class (Instruments)



But, there's less disagreement...



And Student Achievement is OBVIOUS: First

In all of 2017-2018, of 88 students, only TWO
or 2.3%

were *agreed* to have failed to demonstrate
ONE of multiple outcomes
(while successfully demonstrating others).

And Student Achievement is OBVIOUS: Second

In all of 2017-2018, of 88 students,
17 students (19.3%) were rated by ONE juror
(but not the other)
as not demonstrating ONE outcome.

And Student Achievement is OBVIOUS: Third

In all of 2017-2018, of 88 students, only TWO were rated by *one juror* as not demonstrating multiple outcomes.

And as for Philosophy?

I'm so delighted you asked!

Why Did We Do It?

Philosophy

- “Critical Reading Assessment” (FA17)
- Piloted two new direct assessments
- Thought about stuff. A lot.

Why Reading?

- Key outcome across classes
- Questions re: Student Beliefs/Actions
- Choice of Faculty (Poll)

What Did We Find (in Philosophy)?

Sample Details

- Four philosophy instructors (out of five) offered the assessment to students;
- 143 returned assessments from various classes; 134 w/valid student ID;
- Initial enrollment for the semester was 594 registrations in 19 sections, so sample was at least **22%** of the initial philosophy enrollment;

What Did We Find (in Philosophy)?

MORE Sample Details

Course history analysis of the sample showed that of the 134 valid samples:

- 75.4% (n=101) had NOT taken or successfully completed a philosophy class previously;
- 17.9% (n=24) had previously successfully completed ONE philosophy class;
- 6.7% (n=9) had previously, successfully completed TWO or more philosophy classes.

Post-term analysis showed that of the 134 valid samples

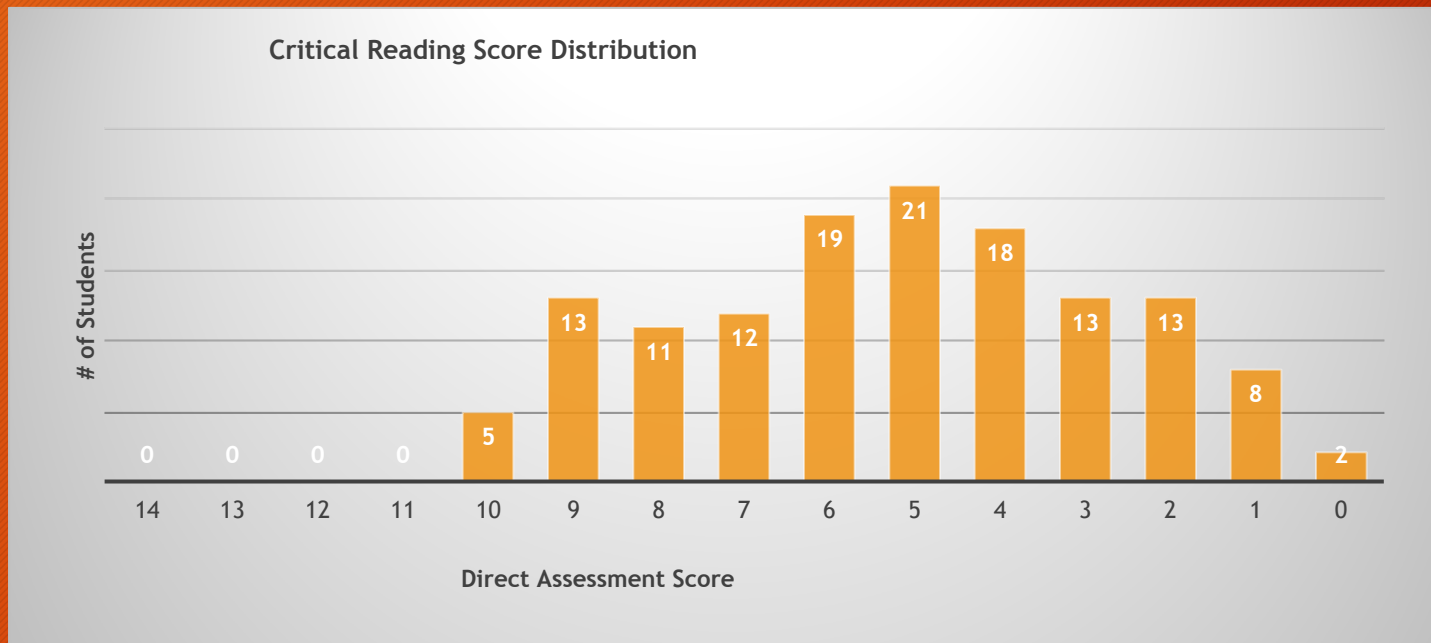
- 82.1% (n=110) successfully completed (C or better) the class following the assessment;
- 17.9% (n=24) did NOT successfully complete the class.

What Did We Find (in Philosophy)?

Critical Reading Skills—Direct Assessment

The Critical Reading Skills included 1) Argument Comprehension, 2) Analysis, 3) Inference, and 4) Evaluation.

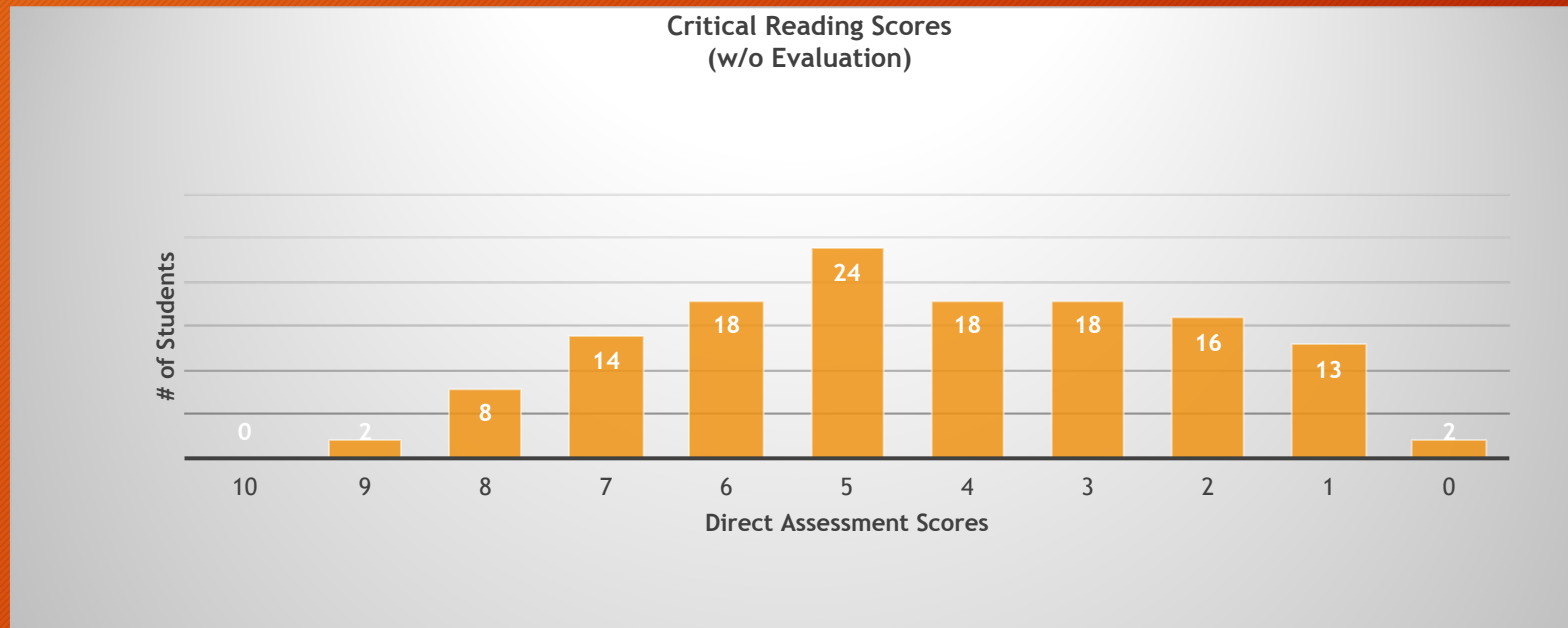
Student scores on 14 direct assessment questions were distributed as shown. The mean score was 5.3 (or 37.9% correct), the median was 5 (or 35.7% correct), as was the mode.



What Did We Find (in Philosophy)?

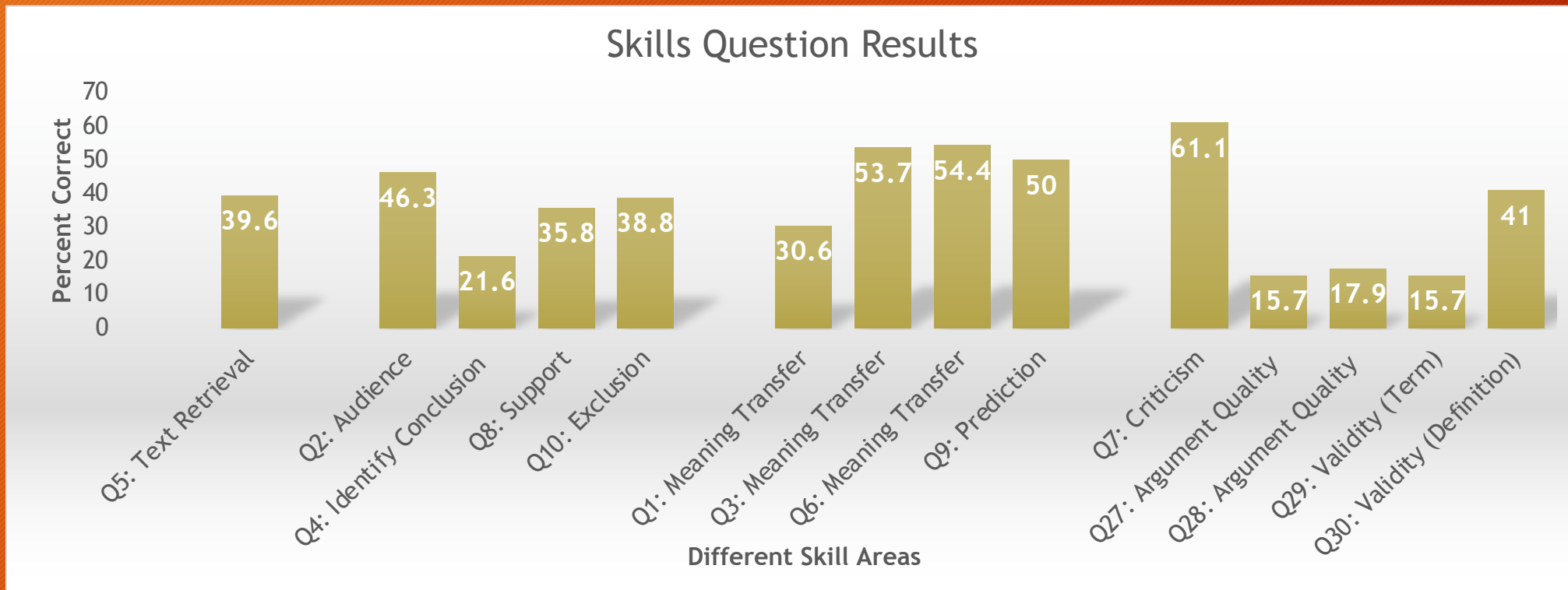
Critical Reading Skills—Direct Assessment

Removing Evaluation questions related to the argument's strength and validity causes mean score to rise to 4.4 (or 44% correct), the median to 4 (or 40% correct).



What Did We Find (in Philosophy)?

Critical Reading Skills—Direct Assessment



Statistically significant differences for “2 previous class” (good!) and “1 previous class” groups (not so good!)

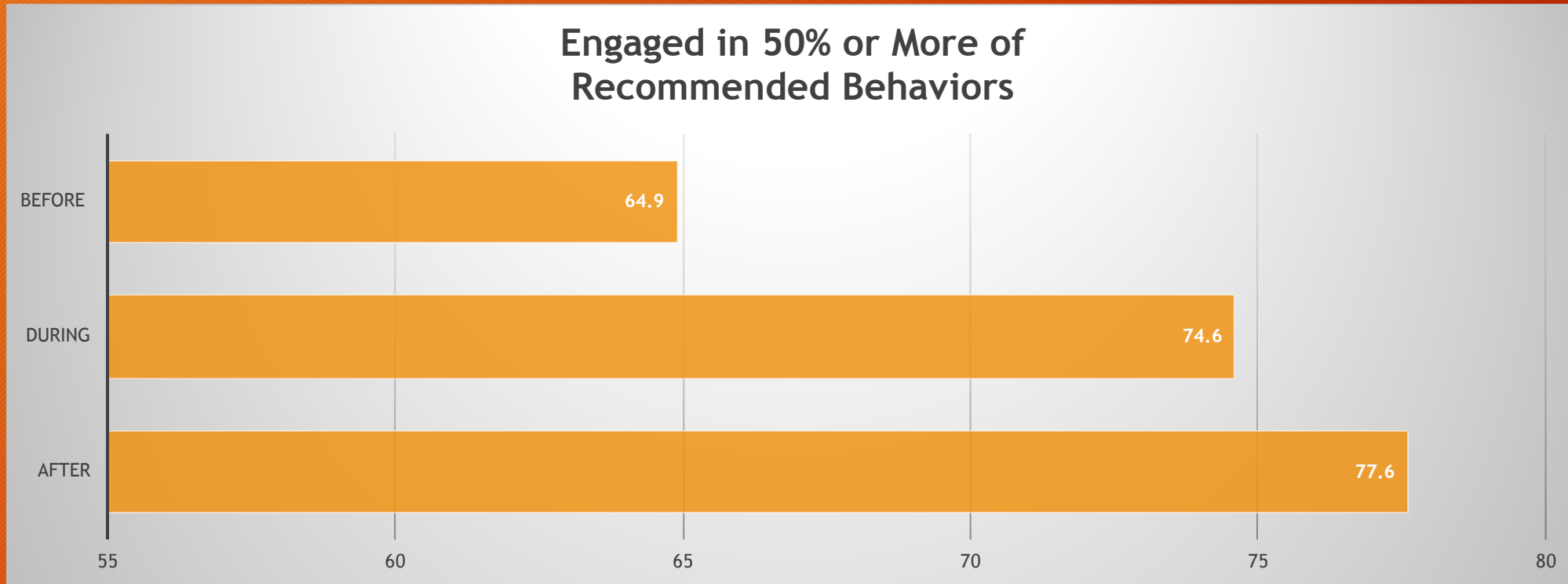
What Did We Find (in Philosophy)?

Reading Behaviors—Indirect Assessment

<u>Before” Behaviors include:</u>	<u>“During” Behaviors include:</u>	<u>“After” Behaviors include:</u>
<ul style="list-style-type: none">• Activating prior knowledge• Previewing Text• Defining Reading Purpose• Using Text Protocol	<ul style="list-style-type: none">• Annotating/Writing• Visualizing• Questioning• Predicting• Selectively identifying Key Terms• Comprehension Monitoring (i.e. Metacognition)• Connecting (e.g., text-to-text, text-to-self, text-to-world)	<ul style="list-style-type: none">• Summarizing• Reflecting/Comprehensive Metacognition• Discussing*• Elaborating/Extending*• Writing* <p>*Not included in assessment</p>

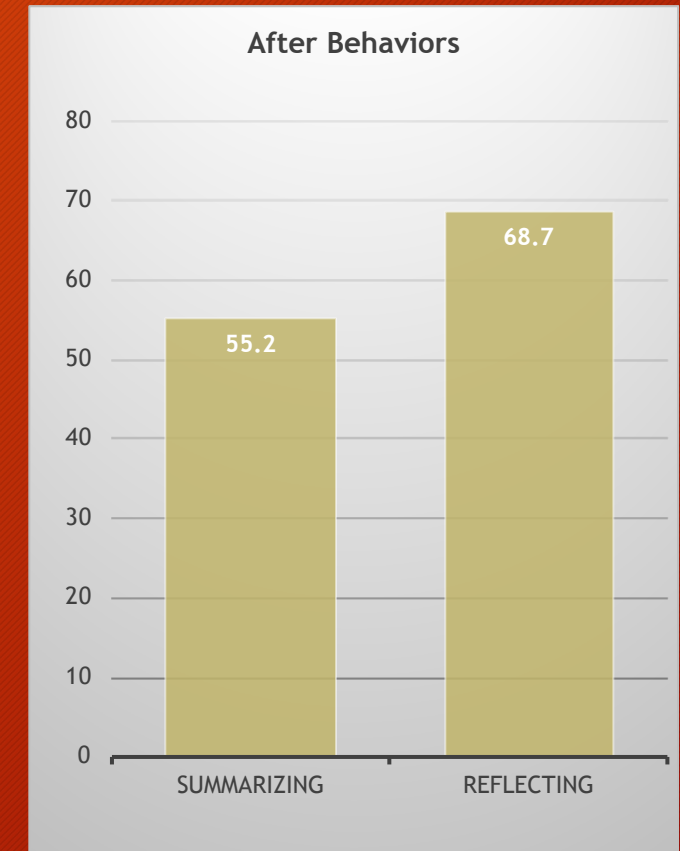
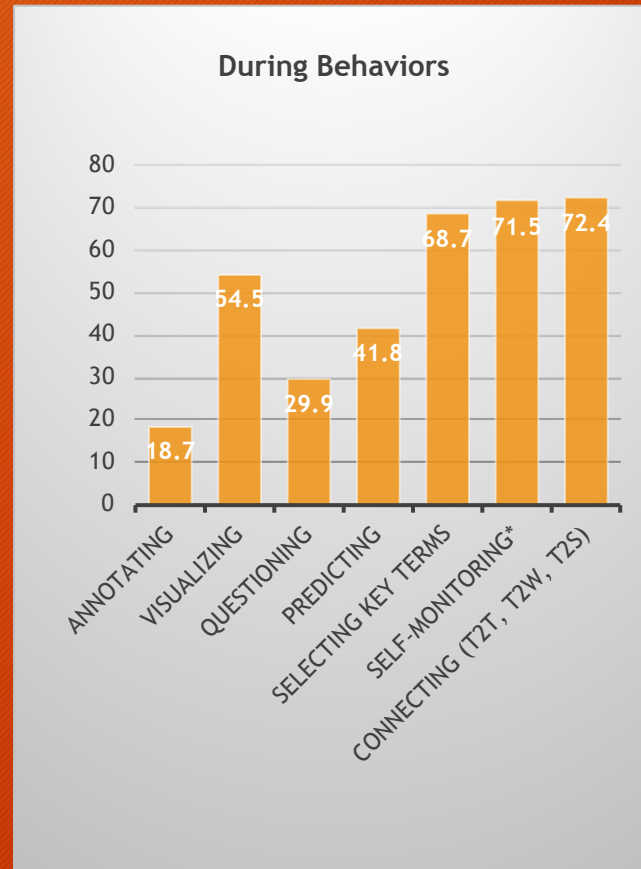
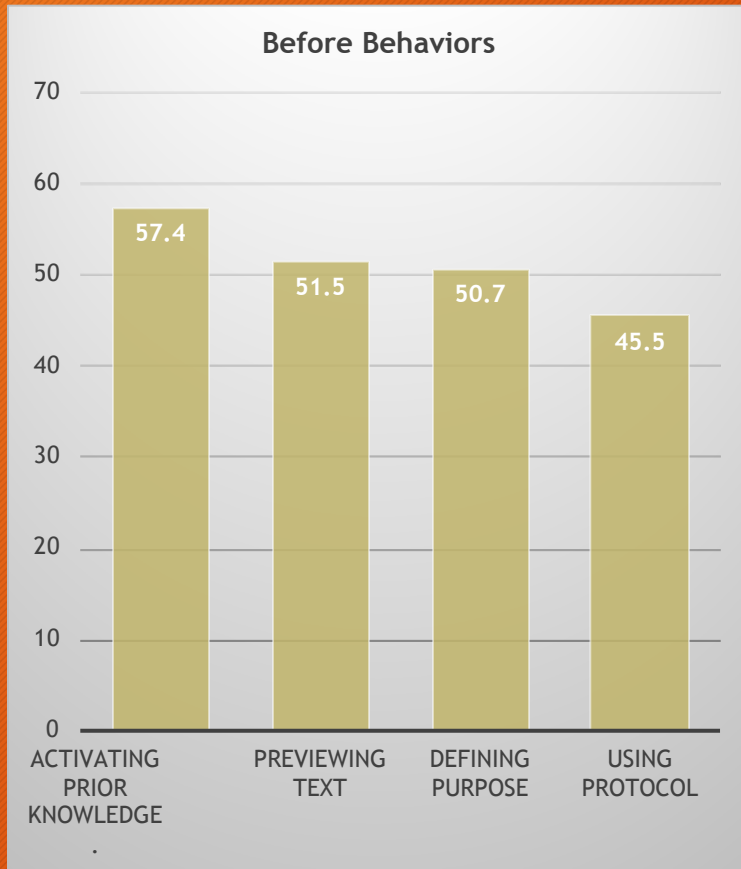
What Did We Find (in Philosophy)?

Reading Behaviors—Indirect Assessment



What Did We Find (in Philosophy)?

Reading Behaviors—Indirect Assessment



What Did We Find (in Philosophy)?

Reading & Learning Beliefs—Indirect Assessment

Reader Stance: Relates to reader expectations regarding the production of meaning:

- *Transmission Stance*
- *Transaction Stance*

Mindset: Relates to readers' relationship with and interpretation of difficulty/failure.

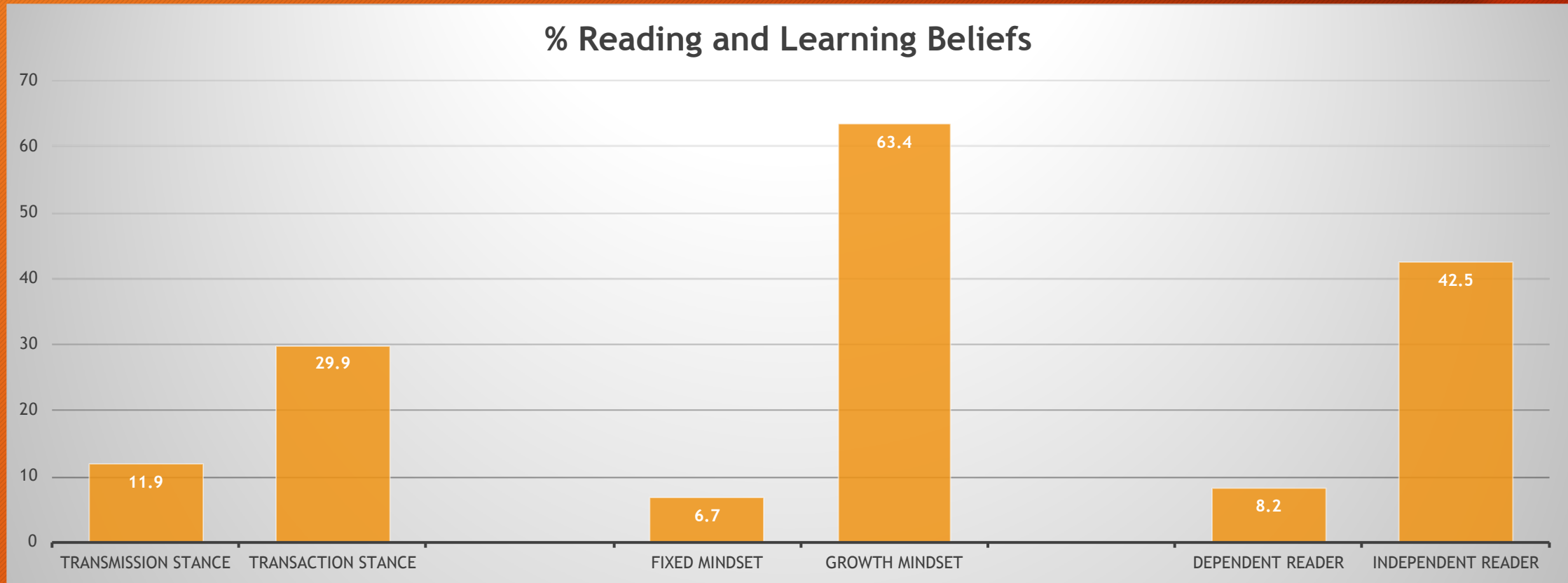
- *Fixed*
- *Growth*

Reader Responsibility: Degree of responsibility for making sense of and understanding the text that the student puts on themselves when engaged with a reading task.

- *Independent*
- *Dependent*

What Did We Find (in Philosophy)?

Reading & Learning Beliefs—Indirect Assessment



Statistically significant differences for Logic students regarding Stance and Mindset.

What's Next?

In Music:

- Continued clarification of assessment levels & expectations
- Certificate assessment

In Philosophy:

- More analysis (of new pilots)
- Recommending more “Before” emphasis
- Recommending more “Writing/Annotating” emphasis

Thank Yous!

- ~Carrie Nepstad, Assessment Chair
- ~Erica McCormack, Liaison Coordinator
- ~Fernando Miranda-Mendoza, Data Analyst
- ~Sarah Kakumanu, Data Analyst
- ~HW Music Faculty
- ~HW Philosophy Faculty