Assessing the Assessment: Using the One-Shot Assessment to Establish Pedagogical Values

**Background**

- Early 2017: Rewrote Stated Learning Objectives to better correlate with the Framework, established core values
- Developing topic/background research
- Summer 2017: Committee developed one-shot assessment; multiple questions developed based on SLOs and students’ frequent pitfalls
- SLOs: 1. Develop a research topic 2. Identify and locate information sources 3. Evaluate information sources 4. Use information sources ethically
- Assessment: Bank of 34 questions, choose up to three, use Harris, 2016

**Assessment Form**

<table>
<thead>
<tr>
<th># of Assessments Completed by Grade Level:</th>
<th># of Classes Taught by Course:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Freshman</strong></td>
<td>712</td>
</tr>
<tr>
<td><strong>Sophomore</strong></td>
<td>614</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td>313</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>235</td>
</tr>
<tr>
<td><strong>Grad</strong></td>
<td>76</td>
</tr>
</tbody>
</table>

*39 students did not select a grade level
0 | 250 | 500 | 750

**Reflection Data**

LibSurvey sent out August 2018: 7121 responded

1. Reflect on how the assessment influenced your planning and approach to instruction.
2. Reflect on any changes you would suggest for future iterations of the assessment.

**Complaints/Comments/Changes**

- Time/technology constraints
- Questions not useful for upper-level classes/any class
- I don’t like the paper copier/should prefer to have students complete assessment on computer
- Some questions seem like throw-aways/only useful in the context of assignment
- Objective/subject-specific questions should be added

**Findings**

- Helped keep some on track/helped design lesson, but not for others
- Some found reviewing data useful, while some did not review the data
- Some liked the flexibility of questions, while some wanted uniformity
- Discussion about taught language vs. assessment language;
Books & More changed back to Catalog
- Not assessing every class: some always use it and some never do
- Task-based questions get unused
- Doesn’t work for upper-level/grad/subject area
- Perception was that most of our instruction volume was ENG/EDCI classes, but we actually teach more upper-level classes
- Is the assessment/data valuable?
- Values established do not match frequent assessment questions: either assessment needs a change or values do

**Conclusion**

- Need to discuss how this shapes our values
- Possible changes in questions and delivery
- Consistency or flexibility?
- Get rid of duplicate-type questions
- Remove unused options/reword
- Further reflective practice – boss lady discussed journaling
- Future professional development for faculty: teach them SLOs
- If most of instruction volume is upper-level courses, and assessment doesn’t work in upper-level courses, change is needed
- Investigate the disparity between lower- and upper-level volume
- Investigate the purpose of the assessment: are we assessing the students or ourselves?

**References**