From Emergency Innovations to a New Possibility: Comparing In-Person and Online Assessment Training for New Assessment Practitioners

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Overview

- About James Madison University and *Assessment 101*
- In-person *Assessment 101* Results
- Transitioning from in-person to online
- Online *Assessment 101* Results
- Comparing In-person and Online *Assessment 101* Results
- Discussion and Implications for the Future

About *Assessment 101 @ JMU*

◦ 5-Day Bootcamp-style workshop

◦ Learn the 7 steps of the assessment cycle

◦ Lessons map to novice level skills of the Assessment Skills Framework (Horst & Prendergast, 2020)
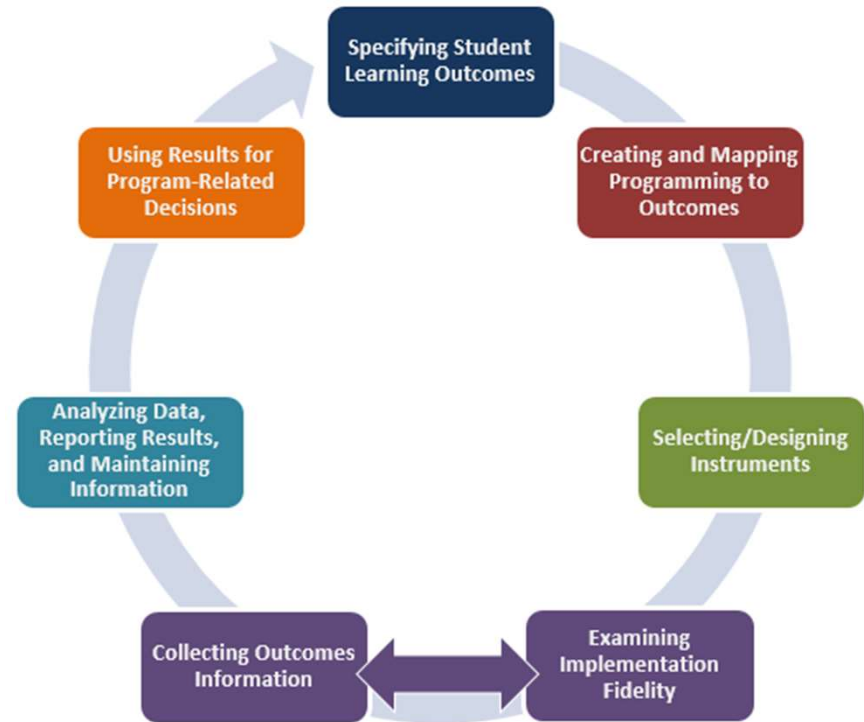
How it's Done

◦ Day 1
  ◦ Step 1: Student Learning Outcomes
◦ Day 2
  ◦ Step 2: Creating/Mapping Programming
◦ Day 3
  ◦ Step 3: Selecting/Designing Instruments
◦ Day 4
  ◦ Steps 4-6: Collecting and Interpreting Data
◦ Day 5
  ◦ Step 7: Using Results and Learning Improvement
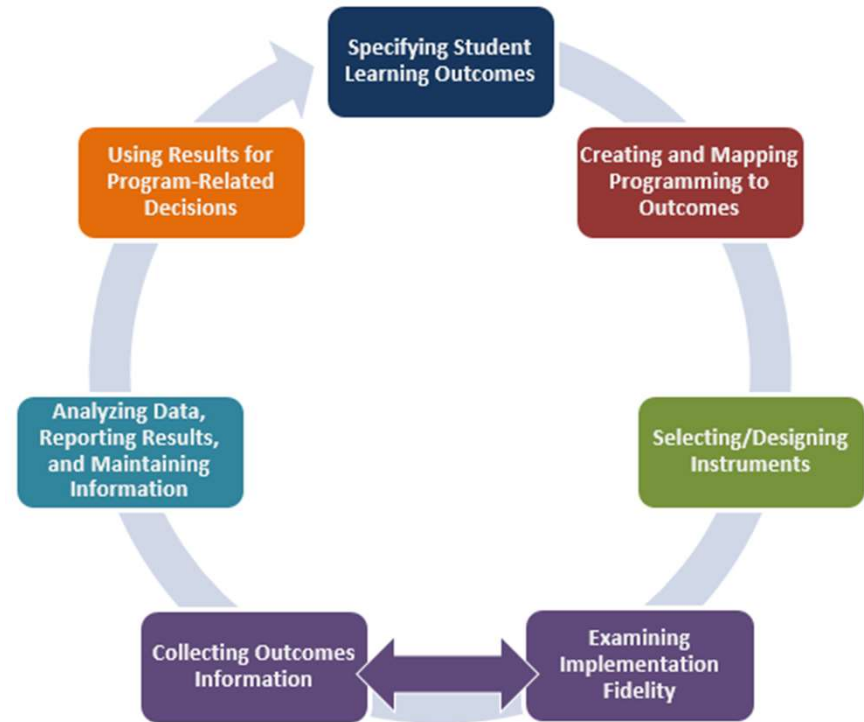
Assessing Assessment 101

Measure
- 2 Scales: Affective and Cognitive
- Affective: 5 Questions (Value for Assessment)
- Cognitive: 23 Questions (Basic Assessment Knowledge)
  - Test knowledge of all parts of the assessment cycle
  - Primarily multiple choice, 5 were short answer

Collection Design
- Pre/Post Design

(Note: Same measure used for both in-person and online Assessment 101)

In-Person *Assessment 101*

Example Schedule: Day 3

Lesson	Activity	Start and End Time	Length
Recap from Day 2	Discussion	9:00-9:15	15 minutes
Multiple Choice Assessments	Lecture	9:15-10:00	45 minutes
	Test-Wiseness Activity	10:00-10:15	15 minutes
	Break	10:15-10:30	15 minutes
Performance Assessments	Lecture	10:30-11:00	30 minutes
	Holistic vs. Analytic Activity	11:00-11:30	30 minutes
	Create a rubric	11:30-12:10	40 minutes
	Lunch	12:10-1:10	
...			
Day 3 Wrap-Up	Discussion	2:55-3:05	10 minutes

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In-Person Participants

ASSESSMENT 101 WORKSHOP

◦ 52 attendees total
  ◦ mid to eastern United States
  ◦ small, medium, & large institutions
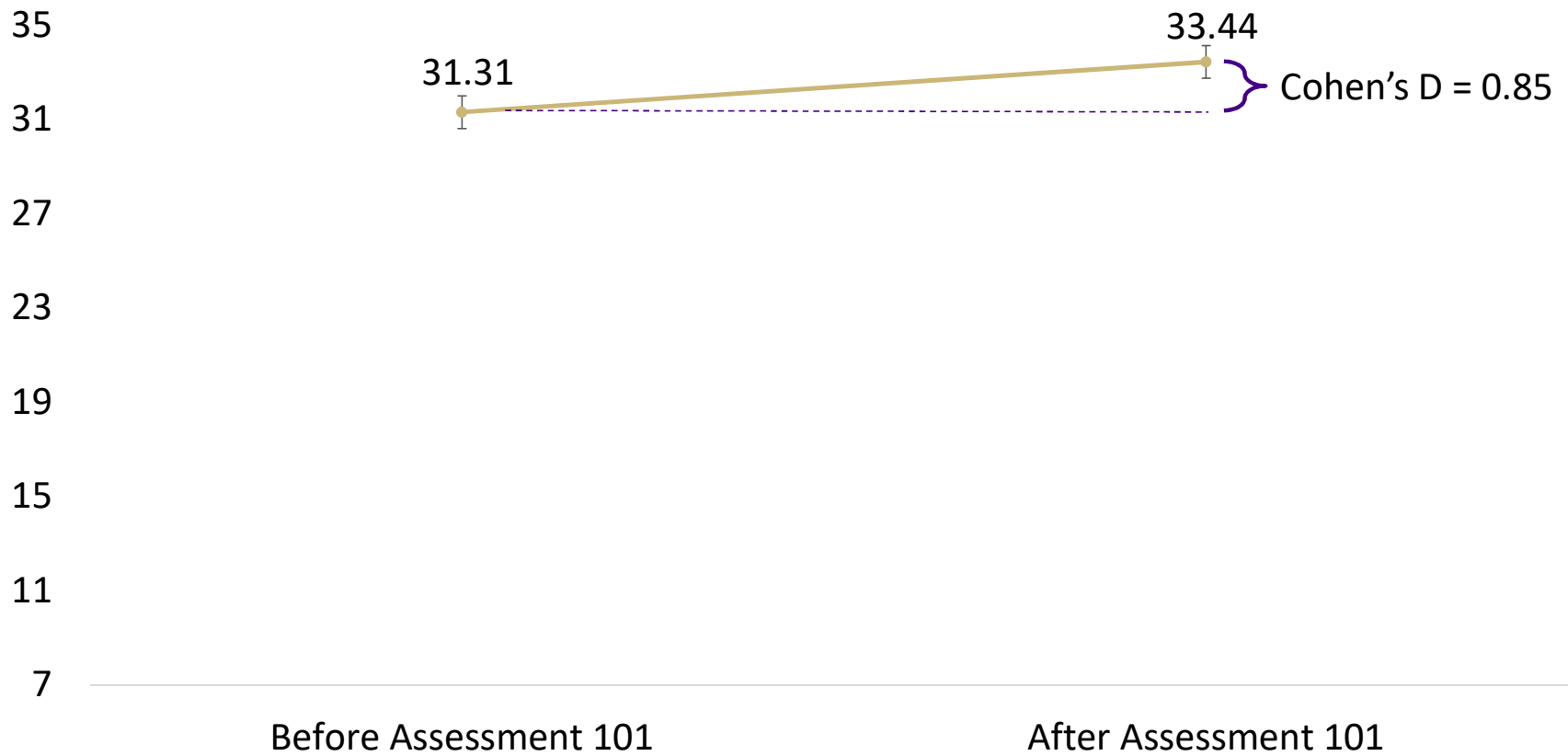 ◦ academic & student affairs faculty
  ◦ graduate assistants

ASSESSMENT 101 SURVEY

◦ 52 participants total
  ◦ pretest & posttest

In-Person Cognitive Assessment Results

21.56

17.58

Cohen's D = 1.14

Before Assessment 101   After Assessment 101
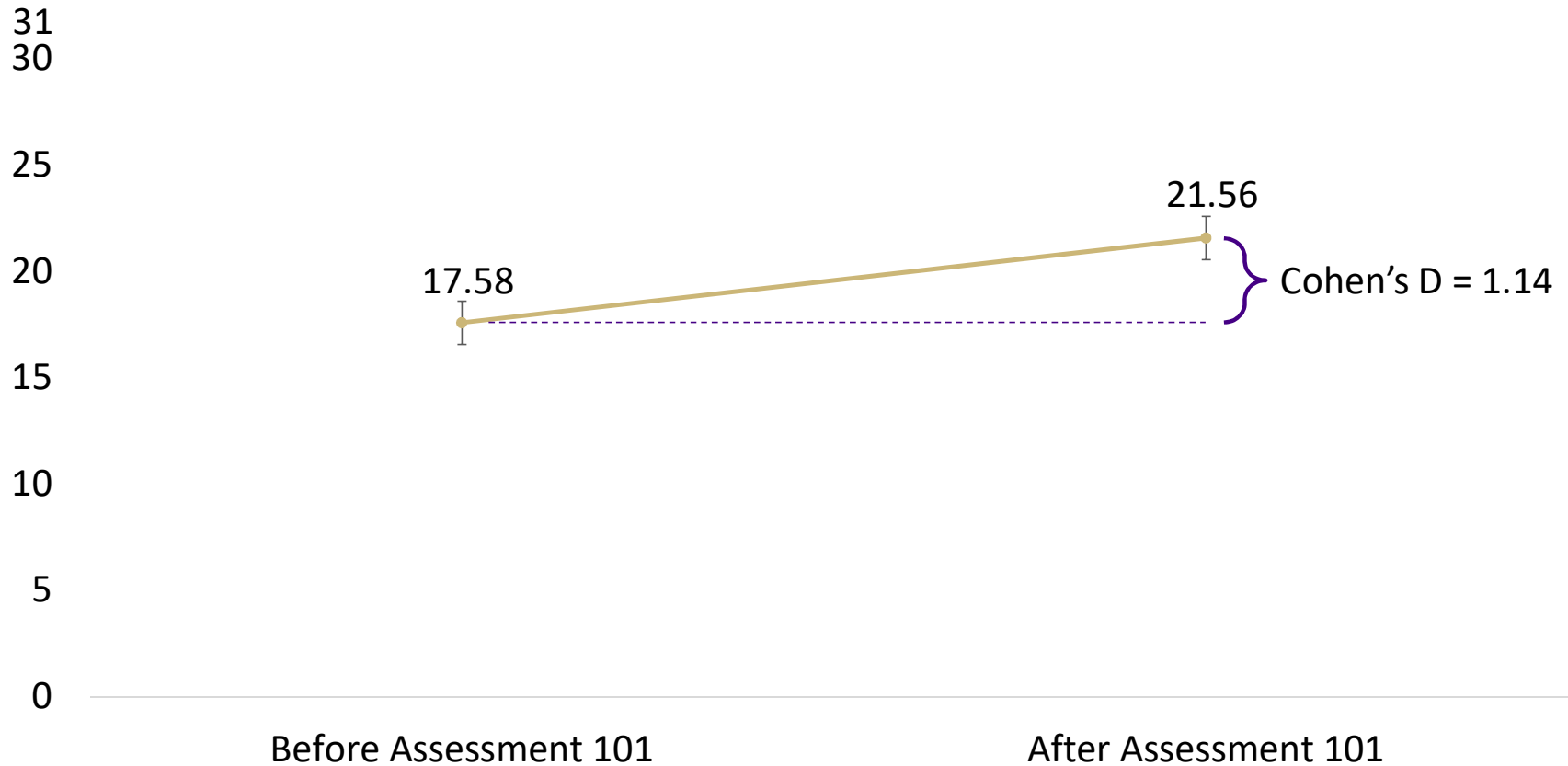
In-Person Affective Assessment Results

35

33.44

31.31

Cohen's D = 0.85

31

27

23

19

15

11

7

Before Assessment 101   After Assessment 101

Transitioning to Online *Assessment 101*

Transitioning Online

◦ ~90 days to transition to completely online

◦ Some things to do
  ◦ Create easy-to-access online course
  ◦ Build schedule to limit/prevent zoom fatigue (e.g. incorporate breaks) while keeping the same 5-day workshop atmosphere.
  ◦ Create room for engagement among participants and instructors
  ◦ Record material for asynchronous learning and prep synchronous learning
    ◦ Video lectures
    ◦ Formatting worksheets and create self-guided exercises
    ◦ Discussion boards

How did this Happen?

Organized timeline with team of 5
- Format and record 1 day of materials each
- Head Instructor: Create and organize Canvas site and prep synchronous lectures
- Set up zoom meetings for each morning/afternoon/lecture meetings
- Ensuring continuity between Canvas, zoom, and syllabus
- Quality checks with other team members

(Special thanks to Dr. Jeanne Horst, Chris Patterson, Caroline Prendergast, Beth Perkins, Samantha Gonzalez)

Example Online Schedule: Day 3

Lesson	Activity	Length	Format
Recap from Day 2	Discussion	15 minutes	Synchronous 9:00-9:15am
Instrument Design and Selection	a. Introduction b. Reliability & Validity c. Activity d. Discussion Board	1 hour, 10 minutes	Asynchronous
Multiple Choice Assessment	a. Lecture Video	20 minutes	Asynchronous
Attitudinal Measures	a. Lecture b. Activity and Key	1 hour, 5 minutes	Asynchronous
Performance Assessment	a. Video Part I b. Video Part II c. Discussion Board	40 minutes	Asynchronous
1. Performance Assessment 2. Instrumentation Wrap-Up 3. Close out Day 3	a. Activity b. Discussion c. Lecture d. Wrap-Up Day 3	1 hour, 50 minutes	Synchronous Start at 3:10 pm

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In-Person vs. Online Differences

In-Person

- 9am-4pm M-T, 9am-12pm F
- One large, scheduled break between lessons
- Paced by facilitators
- Materials presented in live time via handouts/discussions
- Long, interactive lectures
- **Pre-Post Assessment Design**

Online

- 9am-5pm M-T, 9am-3pm F
- Frequent small breaks between each video/activity, self-paced
- Loose guidance from facilitators
- Each day's materials made live online the day before
- Short, attention-grabbing videos
- **Pre-Post Assessment Design**

Online Participants

ASSESSMENT 101 WORKSHOP

- ## 60 attendees total
  - mid to eastern United States
  - small, medium, & large institutions
  - academic & student affairs faculty
  - graduate assistants

ASSESSMENT 101 SURVEY

- ## 46 participants total
  - pretest & posttest
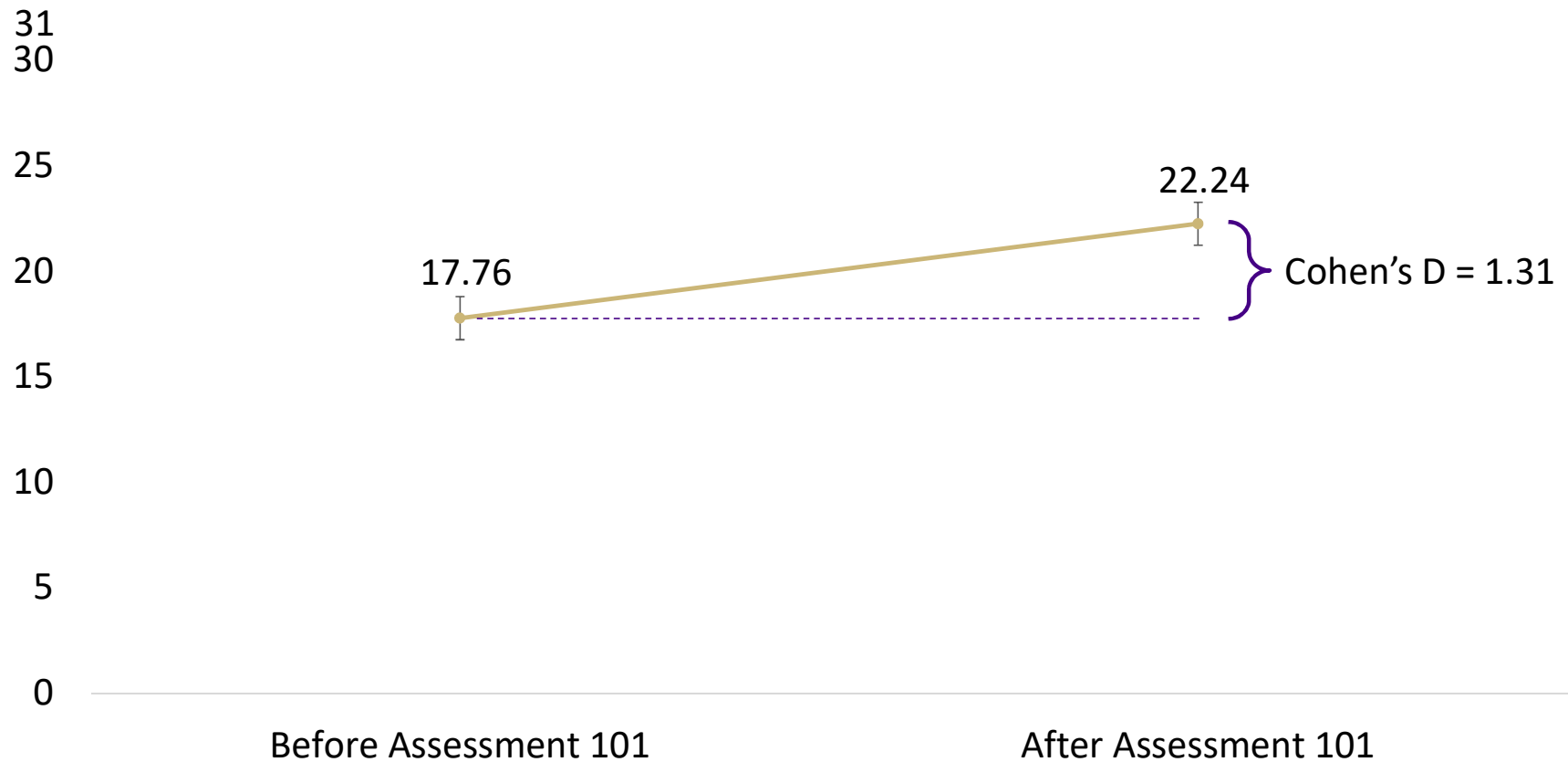
ARE SURVEY COMPLETERS AND NON-COMPLETERS DIFFERENT?
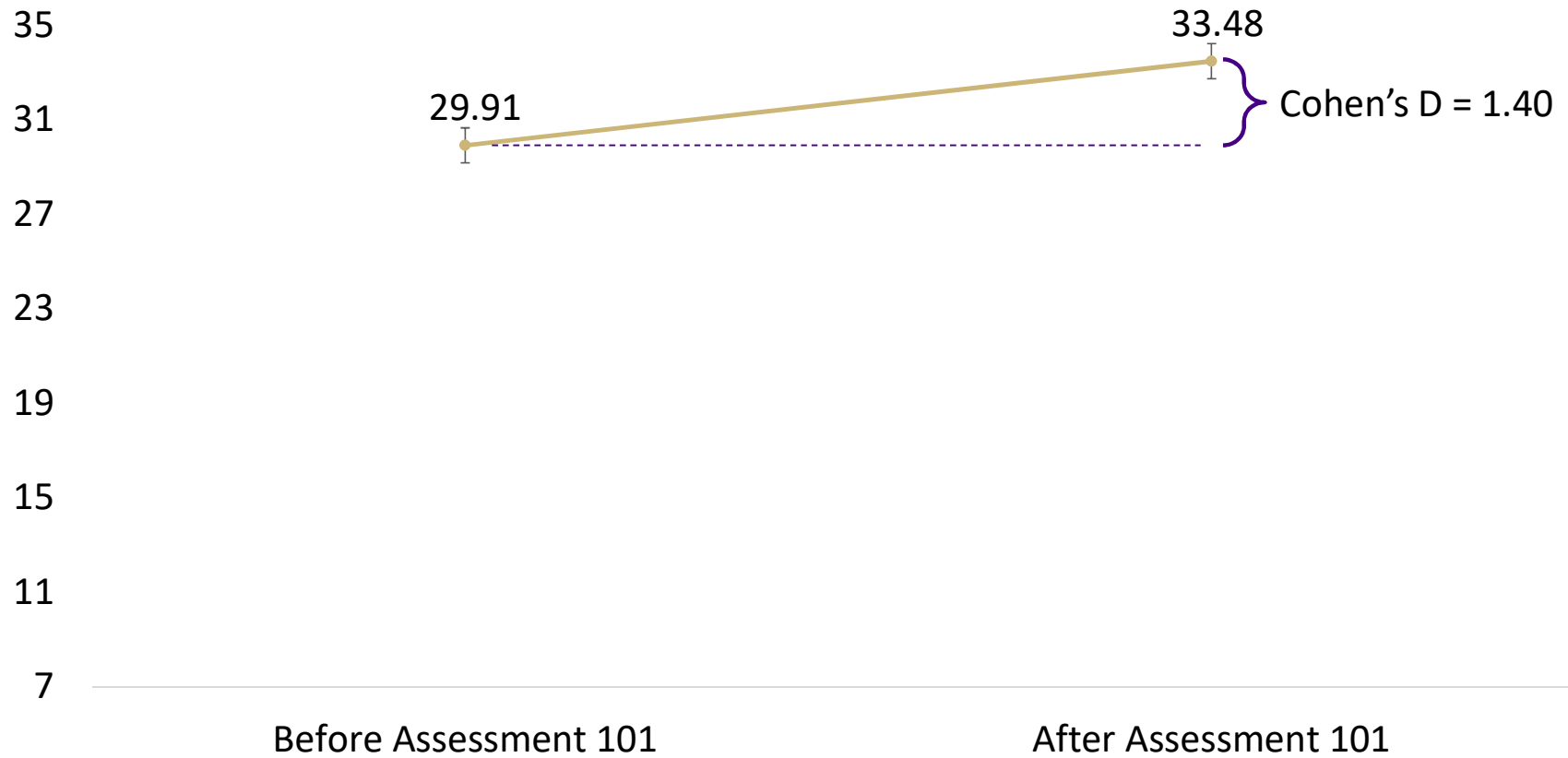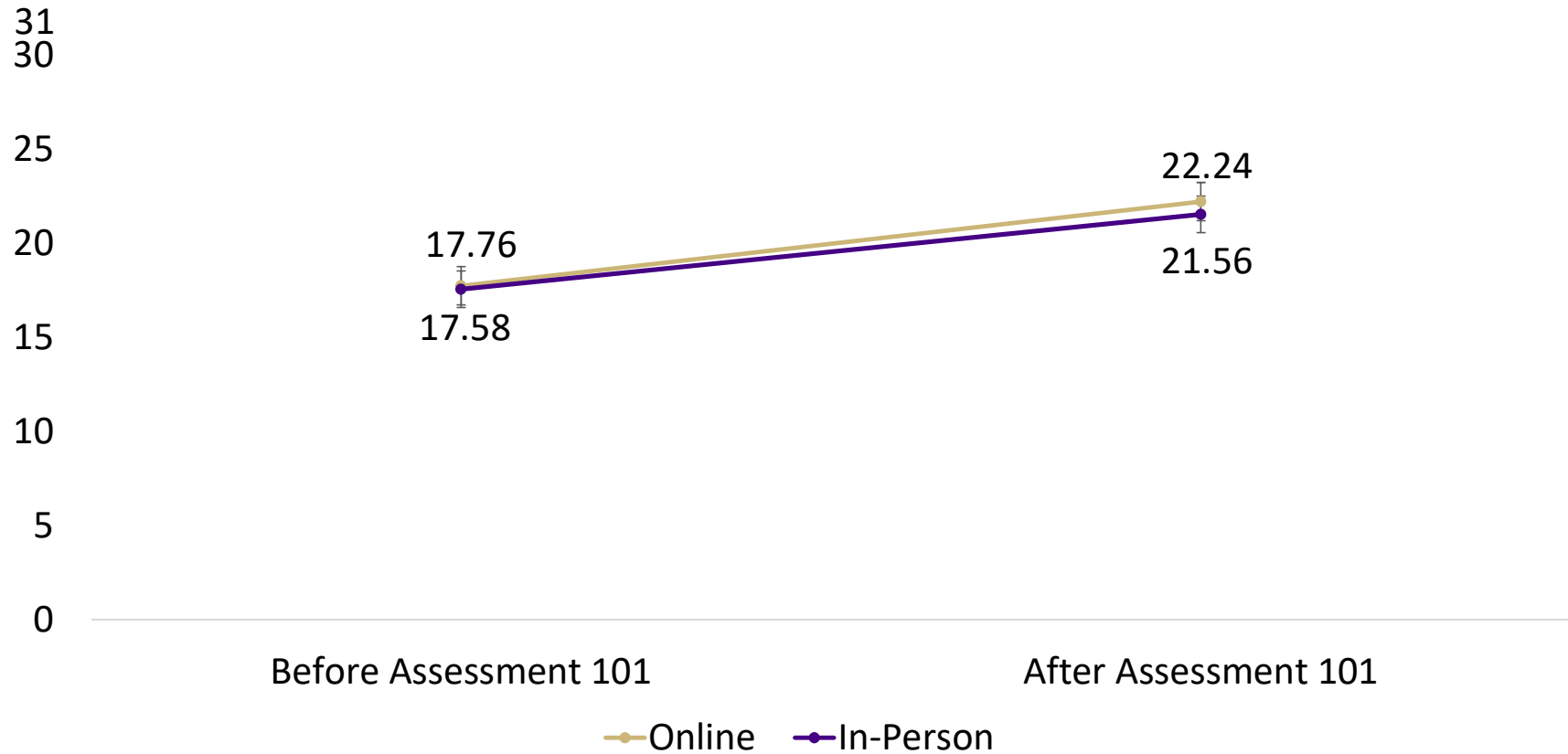
Online Completer & Non-Completer BAK Pre-test Results
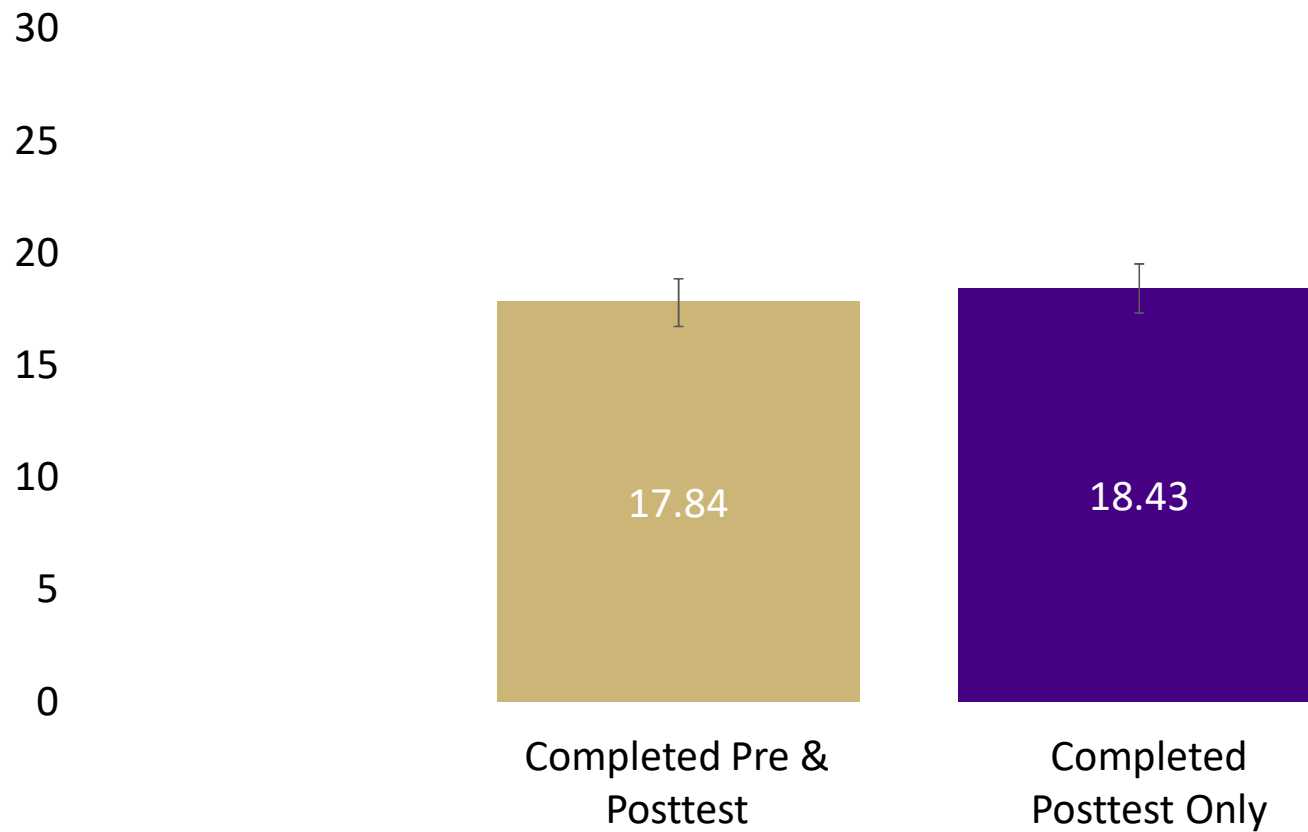
Online Cognitive Assessment Results

Before Assessment 101 — 17.76
After Assessment 101 — 22.24
Cohen's D = 1.31

Online Affective Assessment Results

35

33.48

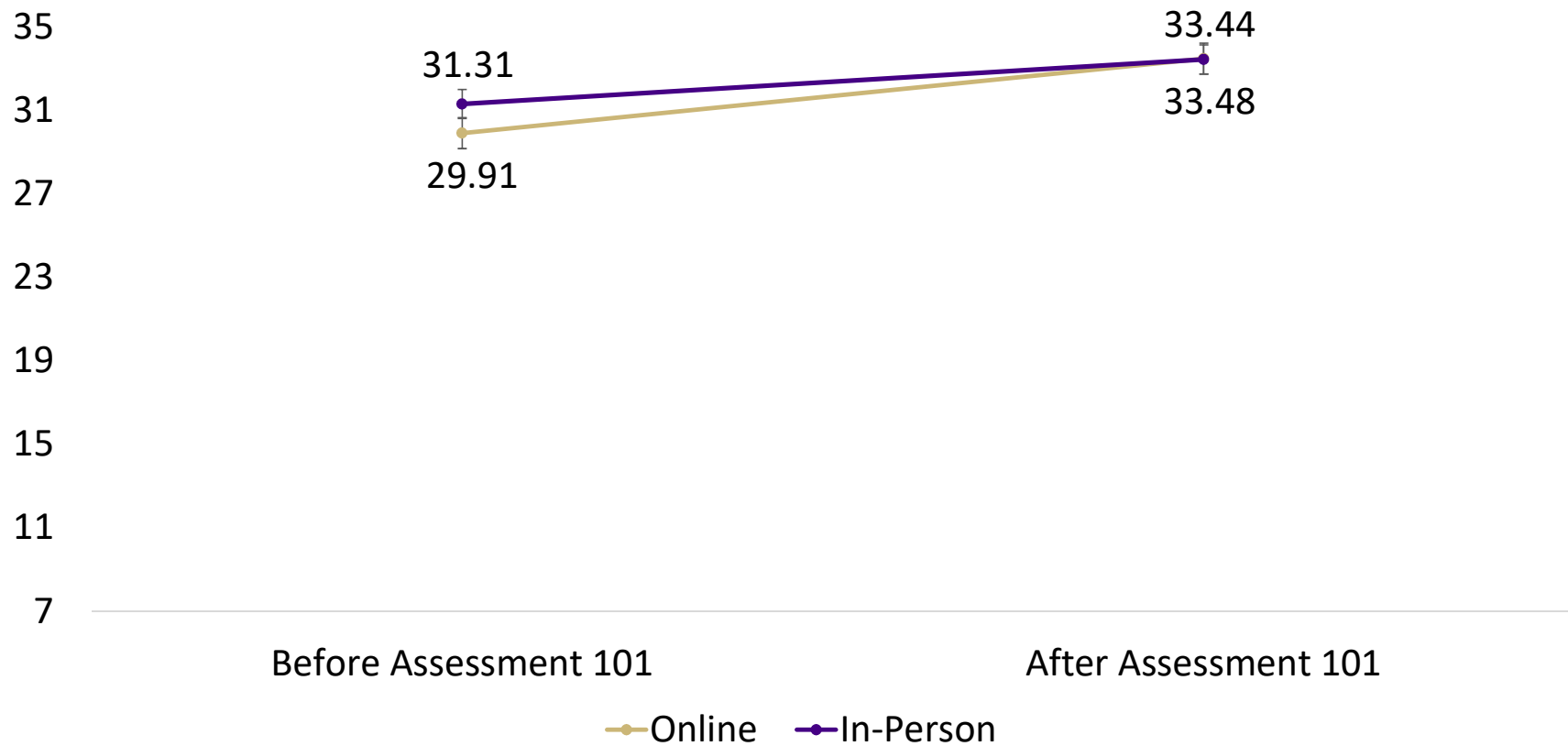31   29.91   Cohen's D = 1.40

27

23

19

15

11

7

Before Assessment 101   After Assessment 101

Comparing Cognitive Assessment Results

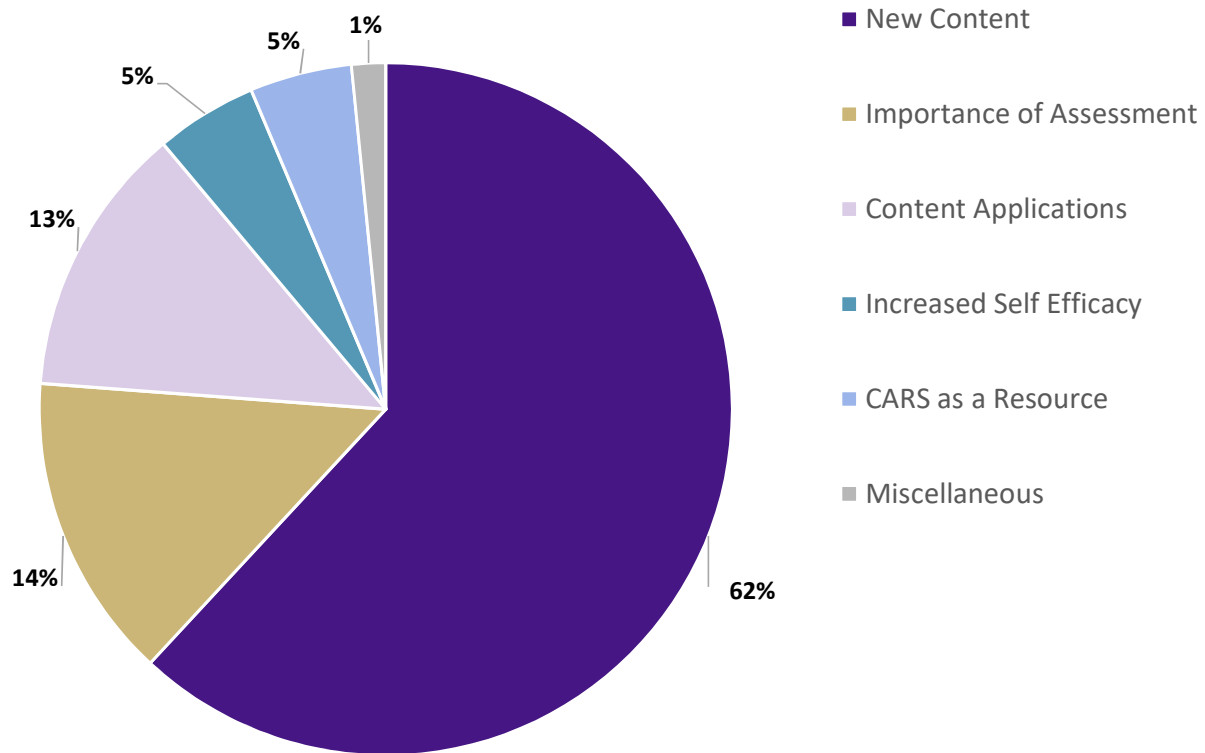# Comparing Affective Assessment Results

Qualitative Results

Methods

2 Questions on Post Assessment

1. Most Valuable Takeaways – Two of the most valuable things learned from Assessment 101.

2. About Virtual learning - General feedback on content, flow, communication, with this being the first virtual 101 workshop.

Final Day Focus Groups

2020 - Observed Themes

Most Valuable Takeaways

Legend:
- New Content — 62%
- Importance of Assessment — 14%
- Content Applications — 13%
- Increased Self Efficacy — 5%
- CARS as a Resource — 5%
- Miscellaneous — 1%

Takeaways Previous Years

Same Question – 2019 v 2020

"Please list at least two of the most valuable things you have learned from Assessment 101."

	Observed Themes					
	New Content	Importance of Assessment	Content Applications	Increased Self Efficacy	CARS as a Resource	Networking Opportunity
2020 (Virtual) **# participants who cited similar themes**	39	9	8	3	3	0
2019 (In-Person) **# participants who cited similar themes**	35	7	6	5	4	4

Virtual Format – Overall
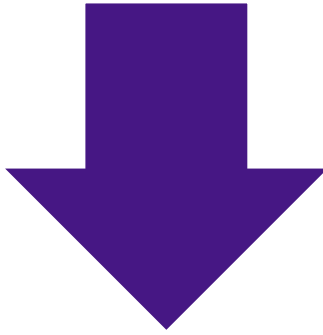
General comment on content, flow, & communication

→ Overall, **extremely positive sentiments**

46 Responses:

Virtual Format – Theme Highlights

WHAT WENT WELL?
- **Large group discussions** – accountability for materials, learning from one another
- **Breakout rooms** – opportunities for different types of contribution & to get to know other participants
- **Format** – Balance between asynchronous and synchronous materials, access to Canvas course to review content
- **Facilitation** – style and demeanor of facilitators fostered open environment
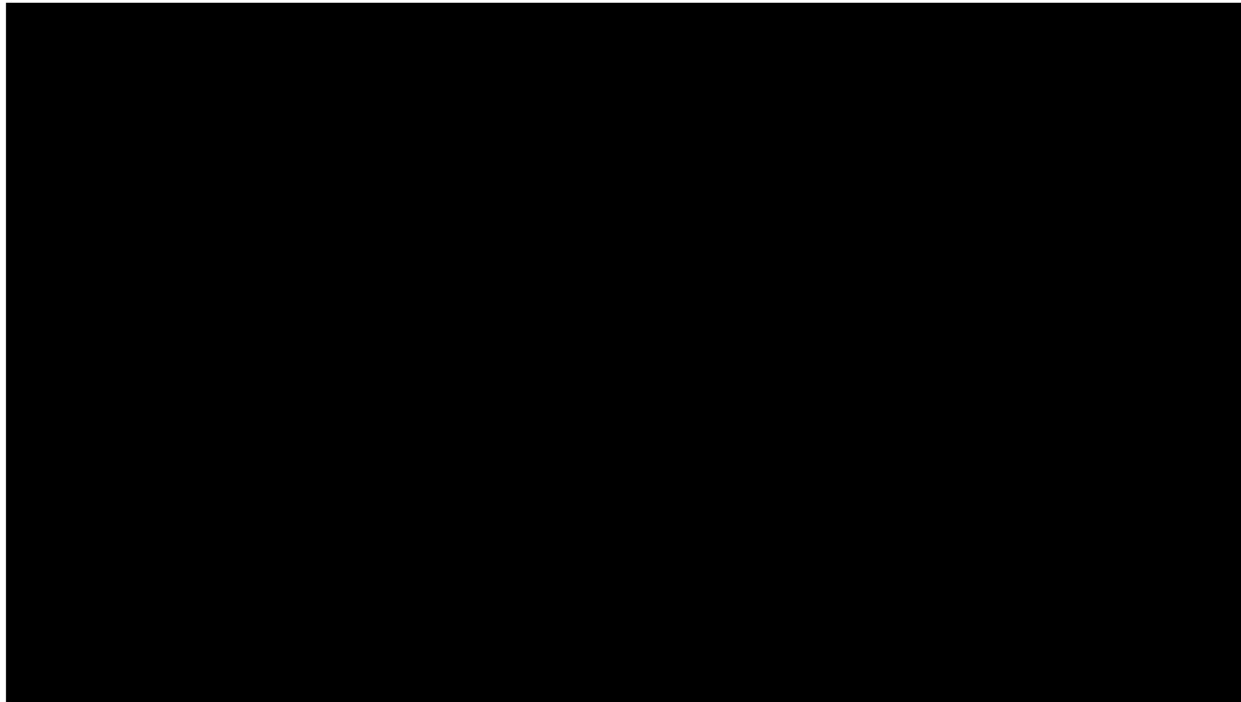
COULD BE IMPROVED?
- *Modify activities – i.e. changes to start times, discussion board prompts, more synchronous time, less synchronous time*
- **Accessibility options** – captioning videos
- **Networking**
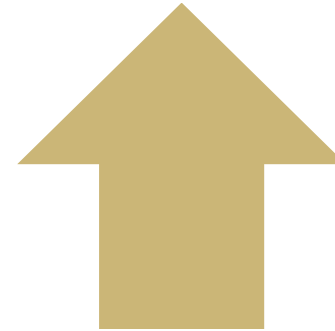
Implications and Future Directions

Realizations

1. Transitioning online isn't easy….

2. …but it's doable, and can be equal to an in-person experience

3. The pandemic wasn't kind to higher education, but gave us a new insight into the future of assessment workshops

Thank you for watching and/or listening!

Learn more about assessment at JMU:
◦ https://www.jmu.edu/assessment

Questions about virtual assessment workshops or want to know more about our process?
◦ Chris Patterson, M.A.
  ◦ patte3cr@jmu.edu

General questions about *Assessment 101* or assessment at JMU?
◦ Dr. Keston Fulcher
  ◦ fulchekh@jmu.edu