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# Driving from Assessment to Instruction and Navigating the Gaps in the Road



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3

# learning outcomes



- 1 What are the points of intersection?**  
Identify common points of intersection between General Education Assessment and classroom instruction
- 2 How does this inform instruction?**  
Discuss ways in which assessment can inform instructional strategy
- 3 Take-Away**  
Construct a path from assessment to classroom instruction to take back to your institution

# Assessment is Not Isolated

Assessment

Gaps

Instructional  
Strategy

Continuous  
Improvement



INTERACTIVE

EXAMPLE



1

## Analyze Information

- constantly eating
- species can be determined by their ears
- thick skin
- excellent smell
- large
- social

2

## What gaps did we identify from assessment?

- What gaps/barriers have you noticed when trying to identify the animal?

3

## Instructional Strategy

- What strategies could we use in the classroom to ultimately yield better assessment data and continual improvement?

# INTERACTIVE

# EXAMPLE



3

## Instructional Strategy

- use appropriate language in our instruction to yield more clear data

Continuous Improvement

Now  
what do  
we get?

## Analyze Assessment Data

- constantly eating grasses, roots, fruit, and bark
- species can be determined by their ears
- thick skin
- excellent smell through their trunks
- large - largest land mammal (a baby weighs about 200 lbs)
- social - live in family groups

What's the animal?

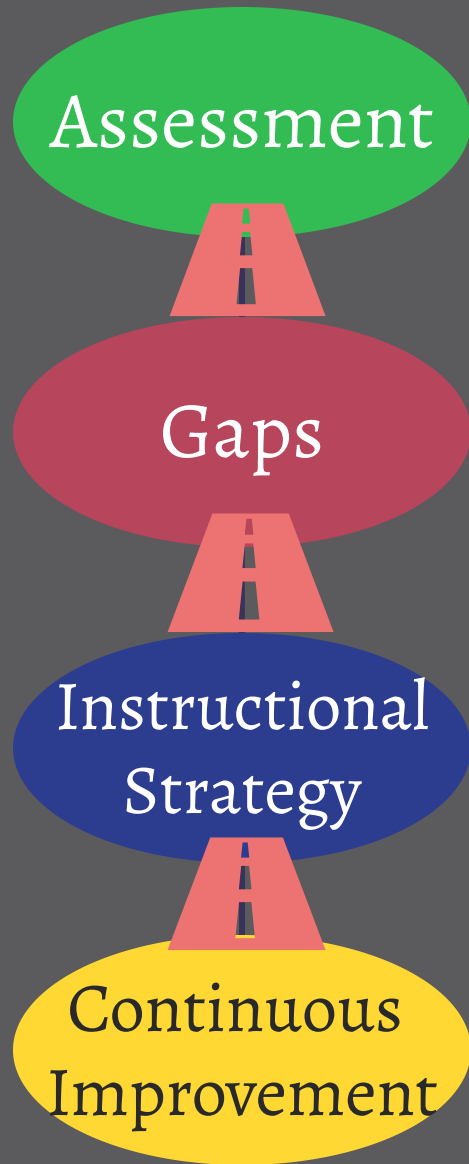


*Gaps  
Identified  
From  
Assessment*





*Example 1:*  
Individual  
Project  
Submissions –  
students have  
difficulty  
submitting



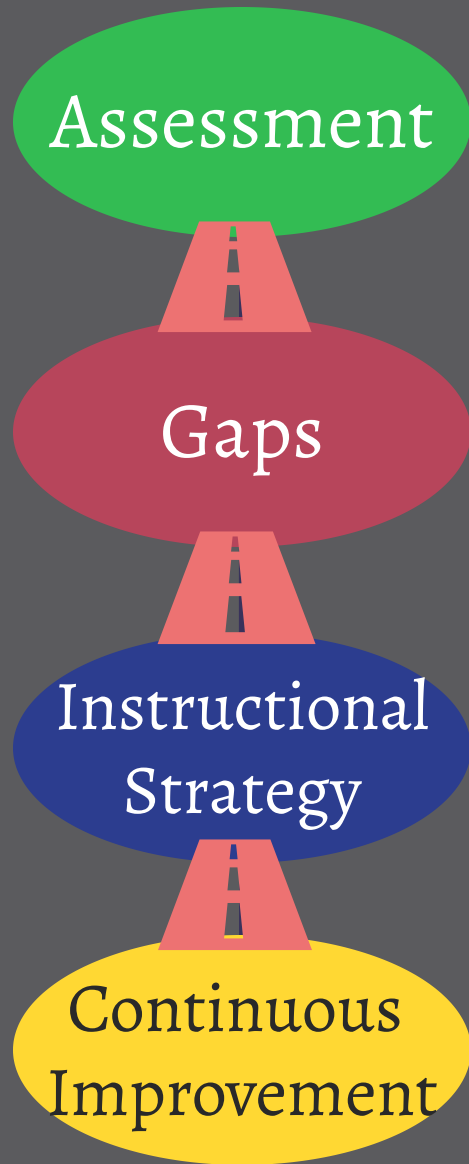
## *Example 1: Low individual project submissions*

- **Assessment** – We look at submission rates when selecting artifacts & found low submission rates for individual projects.
- **Gap** – barrier for students to submit (device, click twice, software, download template)
- **Instructional strategy** – submitting through a DB (eliminated required template, eliminated upload submissions, used to the DB process)



*Example 2:*  
Language Barrier  
in Instructions –  
students were  
unable to  
successfully  
complete  
assignments, due  
to a lack of or  
misunderstanding  
of task



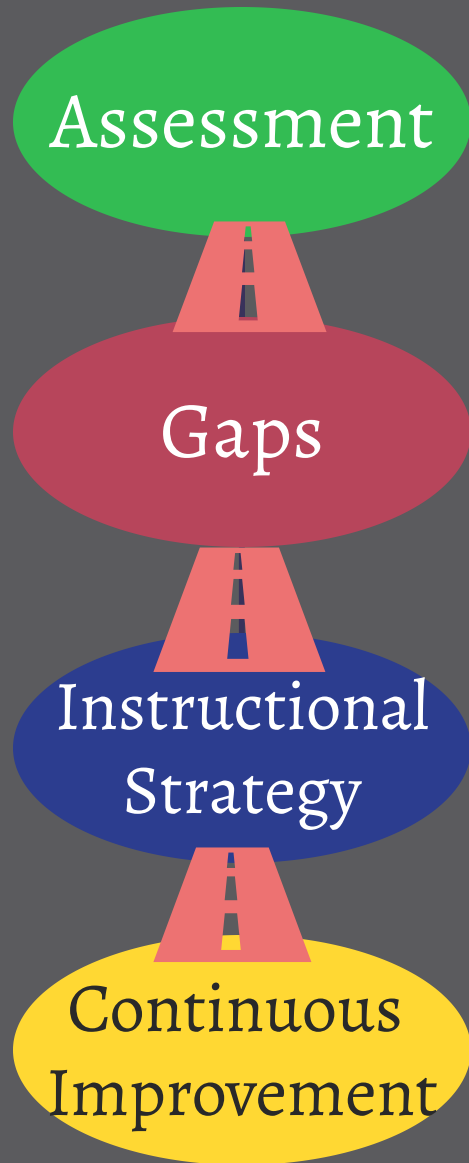


## ***Example 2: Language barrier in instructions***

- **Assessment** – confusing – Why did students complete the assignment wrong?
- **Gap** – language was not appropriate for novice learners
- **Instructional strategy** – changed the assignment language in selected courses, word bank, eliminated some context to get directly to the questions students need to answer



***Example 3: ULO  
3 = Analytical  
Reasoning -  
minimal  
opportunity for  
students to  
demonstrate  
this in GenEd***

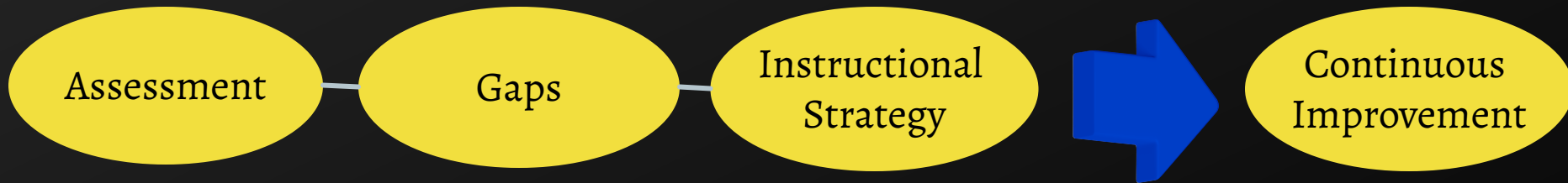


## Example 3: ULO 3 = analytical reasoning - minimal opportunity for students to demonstrate this in GenEd

- **Assessment** – review process uncovered a need to assess co-curricular activities and revealed there were limited artifacts for GenEd to assess ULO#3
- **Gap** – previously, co-curricular was involved at the program level, not in GenEd. We needed to add these offerings since GenEd is a program.
- **Instructional strategy** – add a co-curricular speaker series and math/science event series



# Now You Have the Key



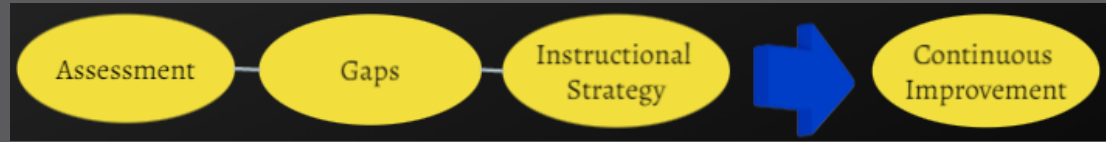
Driving from

assessment to  
instruction and

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gaps in the road

# What does this path look like for you?



## Step 1: ASSESSMENT:

- What are some of the major conclusions from your institution's last round of General Education outcome assessment or program assessment cycle?

## Step 2: IDENTIFYING GAPS:

- Are there any other factors (barriers?) that could be contributing to these results?
- Are there any areas where students need greater opportunities to learn the concepts on which they are being assessed?

## Step 3: INSTRUCTIONAL STRATEGIES:

- What instructional strategies can be employed to address the gaps identified above?

## Step 4: CONTINUOUS IMPROVEMENTS:

- In light of the instructional strategies identified above, how can your institution test, evaluate, and scale these strategies across cohorts, courses, and programs?

# OUR MISSION

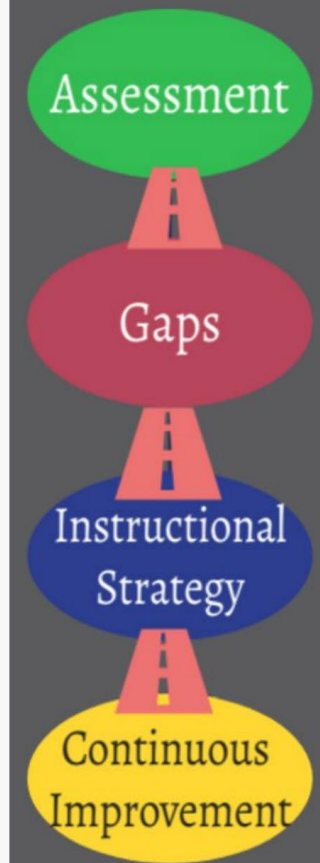
University's  
industry  
ation to  
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chnology  
enabling  
the pursuit of personal and  
professional goals.

Got **Questions?**



# Driving from Assessment to Instruction and Navigating the Gaps in the Road

START



## Step 1: ASSESSMENT:

What are some of the major conclusions from your institution's last round of General Education outcome assessment or program assessment cycle?

1

## Step 2: IDENTIFYING GAPS:

Are there any other factors (barriers?) that could be contributing to these results? Are there any areas where students need greater opportunities to learn the concepts on which they are being assessed?

2

## Step 3: INSTRUCTIONAL STRATEGIES:

What instructional strategies can be employed to address the gaps identified above?

3

## Step 4: CONTINUOUS IMPROVEMENTS:

In light of the instructional strategies identified above, how can your institution test, evaluate, and scale these strategies across cohorts, courses, and programs?

4