ASSESSMENT: USING DATA

CLAS Advisors and UALs
March 26, 27, 28, April 2 2024

TODAY'S AGENDA

Coordinated Learning and Assessment Supports

Introductions – who's/what's new?

Goals and Context

Learning from the 2023 AAAR

Using Assessment data to inform

- Working through an example together
- Breaking down the components of an analysis

Worktime to try it out with your data

Resources available to you

Summing it up

WHO/WHAT'S NEW

Coordinated Learning and Assessment Supports

Assessment Fellows

Welcome back EPT!

Advisors and UALs together this round – why?

CLAS PROJECT GOALS

The CLAS project aims to support members of academic units to...

- Identify and describe student learning related to knowledge and skills
- Measure this learning so that we know what they have learned and can do
- Use this information to improve student learning and experiences in academic programs

PARTICIPANTS IN THIS WORKSHOP WILL:

- Reground ourselves into the CLAS project context and progress
- Reconnect with PLOs and curriculum maps developed last year
- Reflect on 2023 AAAR
  - In the context of assessment strategies
  - In the context of using data that you collected
- Prepare for 2024 AAAR

Reminder: continuous improvement focuses on process, not product!

SOME DEADLINES

Coordinated Learning and Assessment Supports

Guess what ??

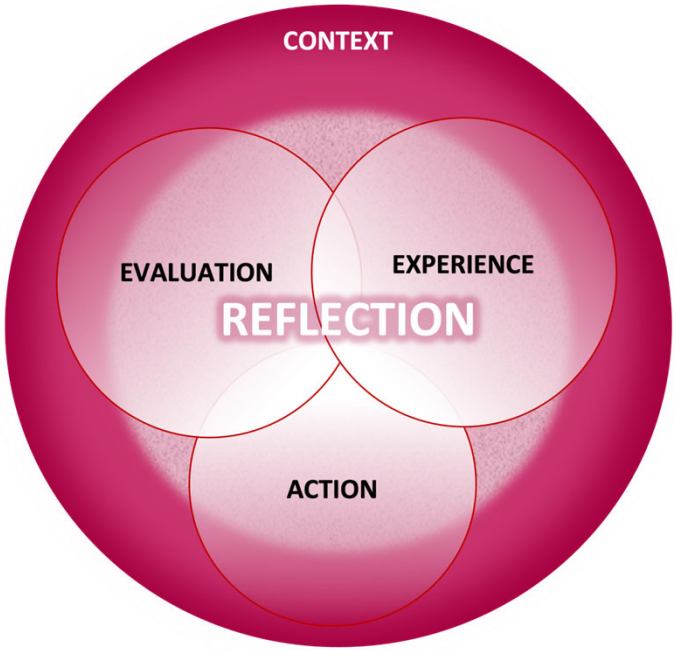
- We are preparing the final report on this project to submit this spring to HLC! Thank you for participating.
- What's next? Please fill out the survey at the end to inform future work.

HLC Site visit is March 17-18, 2025.

- Draft is being prepared for outside consultants and next draft will be shared widely for comment
- Watch for more information about upcoming site visit and how to prepare

CONTEXT FOR THIS WORK

- Assessment practices occur across institutional spaces.
  - Can you name some of these?
- We are trying to improve our assessment practices and culture.
- We have leveraged the requirement from our accreditor to complete a "Quality Initiative" project to propel changes in our assessment of student program learning outcomes.
  - How else will this help us?
- The primary engine for our assessments is “REFLECTION FOR ACTION.”



OUR FOCUS SO FAR…

Coordinated Learning and Assessment Supports

- Develop clear and measurable PLOs
- Map PLOs to your curriculum
- Assessment strategies

How is it going?

WHAT DID WE LEARN FROM 2023 AAAR?

35 academic units provided 43 reports. Rubric described each report component as “complete”, “partial” or “absent”.

Reviewed by a team of 14 faculty members – would love to build our ranks!

We are making progress on the components of outcomes-based assessment:

- ***Development of clear learning targets for the program as embodied by the Program Learning Outcomes (PLOs).*** > 94% of the reports provided at least one PLO that was rated as “complete” (90.5%) or “partial” (3.5%).
- ***Use of a curriculum map.*** 93% of the reports provided a “complete” curriculum map; 7% provided a “partial” map.
- ***Use of an embedded assessment activity that exemplifies how students are meeting a PLO.*** In> 90% of the reports, some type of student artifact was described or collected (69% received a “complete” rating and 22% a “partial” rating).
- ***Indications of what the program has learned from the process and how the program intends to use what they learn.*** > 91% of the reports provided a summary, 89% of the reports indicated specific intentions for use of the data to inform their programs (50% of responses were rated complete and 39% were rated partial).

WHERE CAN WE IMPROVE?

- **Student Artifacts** (% complete)
  - 69% collected
  - 51% corresponded to target PLO
  - 35% provided # of students data represents
- **Methods**
  - direct/embedded 63%
  - 40% evaluated with rubric/tool (>21% absent)
- **Results reporting**
  - 55% provided context (who/when assessed)
  - 45% provided quant info *(>24% absent)*
- **Collaboration**
  - 68% collective input from multiple faculty
  - 61% data is shared among faculty
- **Use of data**
  - 50% Intentions for specific use of data
  - 44% actions tied to results of assessment

USING DATA

USE OF DATA

- Arguably the most important aspect of assessment -- using the data to improve student learning.
- Simply gathering data does not necessarily promote change.
- Acting on data is often an afterthought in assessment plans.

COUTESTY OF HLC WORKSHOP, MAY 2021

LOOKING AT REAL DATA

Unit: School of Education

Program: Teaching and Learning (undergrad)

Course: TLSC 330 Discipline-Specific Literacy for Diverse Students

Artifact: Mini Unit Assessment – evidence representing candidates' first practice with student assessment and data analysis of assessment in unit planning

PLO: each element of rubric represents standard/PLO (total 20!)

- Pre – Post Assessment: Use pre, post and ongoing assessment data to calculate student and class growth.
- Technology: Candidates demonstrate technological knowledge and skills, which enhance education.
- Discipline Specific Content: Use students' prior knowledge and experience to introduce new subject-area related content.

RUBRIC

Rubric Element	Target (3)	Acceptable (2)	Unacceptable (1)
Pre – Post Assessment: Use pre, post and ongoing assessment data to calculate student and class growth.	Highly effective outcome based pre and post assessments have been developed and utilized to collect data about students' prior knowledge and have been utilized to measure objectives and calculate student and class growth. This has been effectively analyzed in order to plan and deliver this lesson.	Effective outcome based pre and post assessments have been developed and utilized to collect data about students' prior knowledge and have been utilized to measure objectives and calculate student and class growth. This has been analyzed in order to plan and deliver this lesson.	Pre and Post assessments fail to provide adequate data to be used to determine prior knowledge, mastery of objectives or to calculate student and class growth. There is little or no evidence that this lesson plan was designed to address the assessment data.
Technology: Candidates demonstrate technological knowledge and skills, which enhance education.	Technology has been utilized in an appropriate and effective manner in order to teach, motivate and engage students.	Technology has been effectively used to teach, motivate and engage students.	Lesson does not utilize or integrate technology effectively in order to support instruction.
Discipline Specific Content: Use students' prior knowledge and experience to introduce new subject-area related content.	Lesson plan thoroughly and explicitly addresses all sections of the lesson plan template. It utilizes evidence-based strategies and practices in a purposeful and appropriately sequenced manner throughout the lesson. It demonstrates responsiveness to the needs of all learners in the selection of all elements, and these work effectively together.	Lesson plan utilizes evidence-based literacy strategies in a purposeful instructional sequence that addresses the needs of all students in the group.	Lesson plan fails to appropriately demonstrate how evidence-based practices are purposefully and cohesively used to provide instruction geared toward meeting the needs of all learners.

PRACTICE – REFLECTION FOR ACTION

Program	Term	Q3	Q6	Q9
Bilingual Education	Fall 2015	2.2	2.4	2.6
Elementary Education	Fall 2015	2.4	2.9	2.6
English	Fall 2015	2.6	3	2.6
History	Fall 2015	2.4	3	2.9
Mathematics Education	Fall 2015	2.3	3	2.7
Special Education	Fall 2015	2.5	2.7	2.8
Grand Means		**2.4**	**2.8**	**2.7**

REFLECTION FOR ACTION QUESTIONS

Coordinated Learning and Assessment Supports

What does/doesn't this data tell you?

How would you like to know that candidates are learning what you intend them to?

What actions are suggested for candidates in each program?
What are the next steps?

LOOKING AT DATA

EXAMPLES FROM HLC WORKSHOP

TRANSFORMING DATA INTO INFORMATION

Coordinated Learning and Assessment Supports

Data + Interpretation = Information

The opportunity to engage in reflection for action

TRANSFORMING DATA INTO INFORMATION

Coordinated Learning and Assessment Supports

Breaking it down step by step…

- Overall average
- Achievement by performance indicators
- Achievement by student
  - By score
  - By desired benchmark

HLC data 1

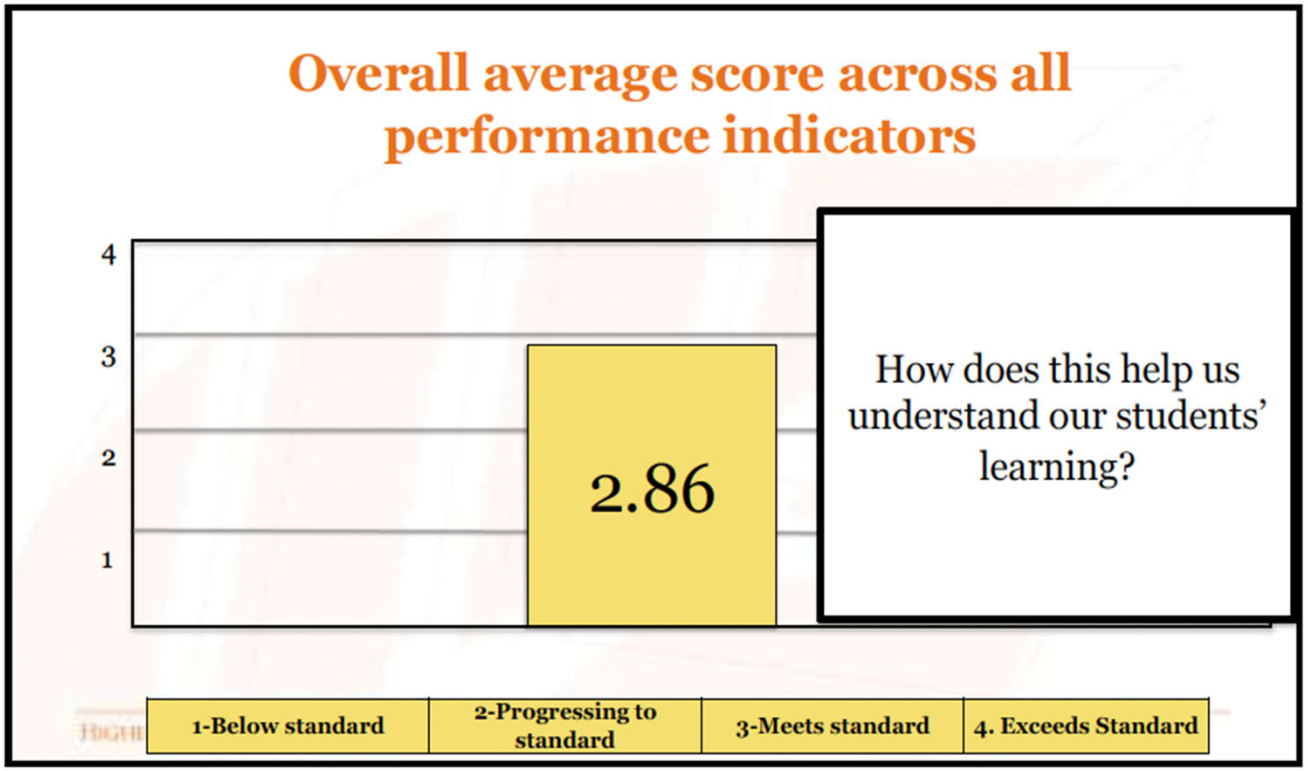
Overall average

Note: Performance indicators are like the elements of a rubric. E.g., if PLO is about communication, indicators could be eye contact, fluency, content accuracy, engaging audience, etc.

Student scores

	4-Exceeds standard	3-Meets standard	2-Progressing to standard		1-Below standard	
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	
1	3	2	3	3	3	
2	3	4	4	3	3	
3	3	2	3	3	2	
4	3	3	3	3	3	
5	3	3	2	3	2	
6	2	2	3	3	3	
7	3	3	3	2	1	
8	3	4	4	3	3	
9	3	3	2	4	2	
10	3	3	4	3	3	
11	2	3	3	2	2	
12	3	3	4	4	3	
13	2	3	3	2	3	
14	2	2	3	2	3	
15	3	3	3	4	2	
16	2	3	4	3	4	
						2.86

Overall average score across all performance indicators



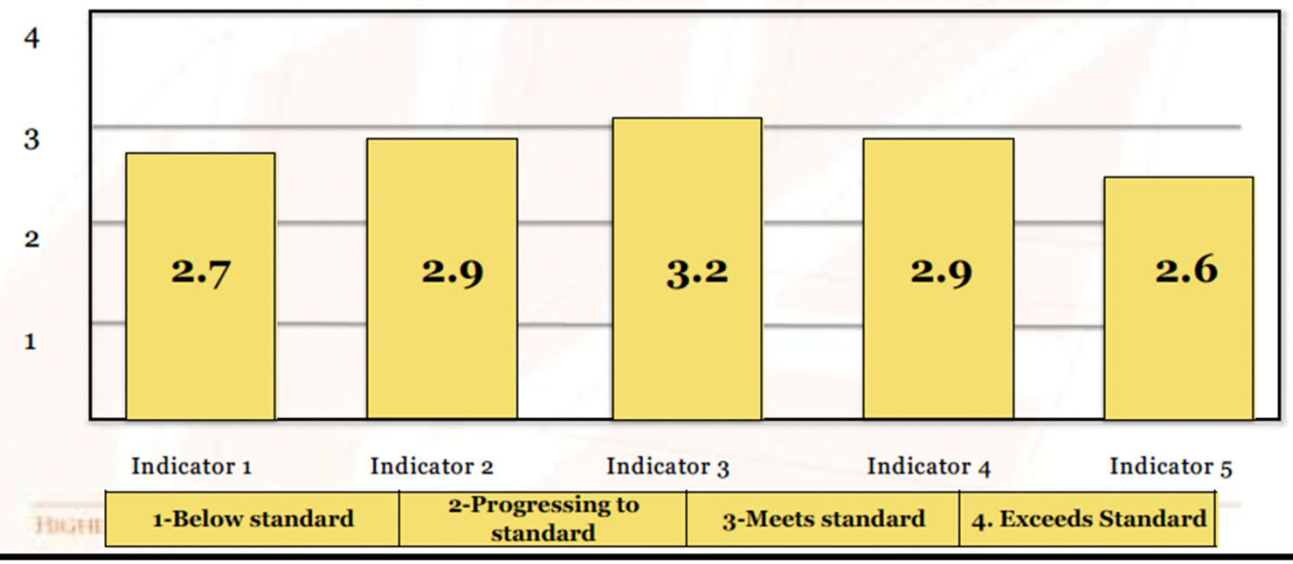
HLC data 2

By performance indicators (score)

Performance by Indicator

	4-Exceeds standard	3-Meets standard		2-Progressing to standard	1-Below standard
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
1	3	2	3	3	3
2	3	4	4	3	3
3	3	2	3	3	2
4	3	3	3	3	3
5	3	3	2	3	2
6	2	2	3	3	3
7	3	3	3	2	1
8	3	4	4	3	3
9	3	3	2	4	2
10	3	3	4	3	3
11	2	3	3	2	2
12	3	3	4	4	3
13	2	3	3	2	3
14	2	2	3	2	3
15	3	3	3	4	2
16	2	3	4	3	4
	2.7	2.9	3.2	2.9	2.6

Average performance on each indicator

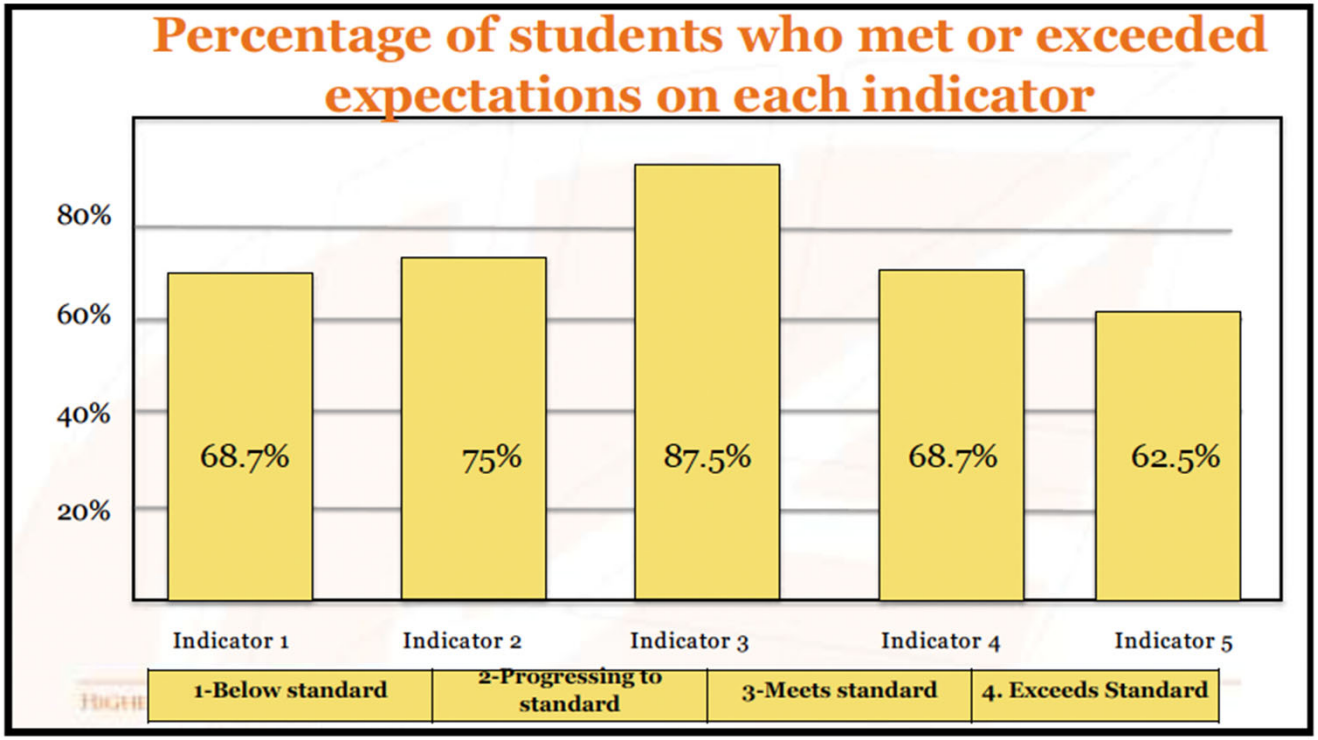


HLC data 3

By indicator (%)

Percent of students who met or exceeded standard by indicator

	4-Exceeds standard	3-Meets standard		2-Progressing to standard	1-Below standard
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5
1	3	2	3	3	3
2	3	4	4	3	3
3	3	2	3	3	2
4	3	3	3	3	3
5	3	3	2	3	2
6	2	2	3	3	3
7	3	3	3	2	1
8	3	4	4	3	3
9	3	3	2	4	2
10	3	3	4	3	3
11	2	3	3	2	2
12	3	3	4	4	3
13	2	3	3	2	3
14	2	2	3	2	3
15	3	3	3	4	2
16	2	3	4	3	4
	68.7%	75%	87.5%	68.7%	62.5%



STOP, THINK, DISCUSS

What is the difference between looking at indicator score (HLC 2) vs indicator % (HLC 3)?

What do you learn about the students in each case?

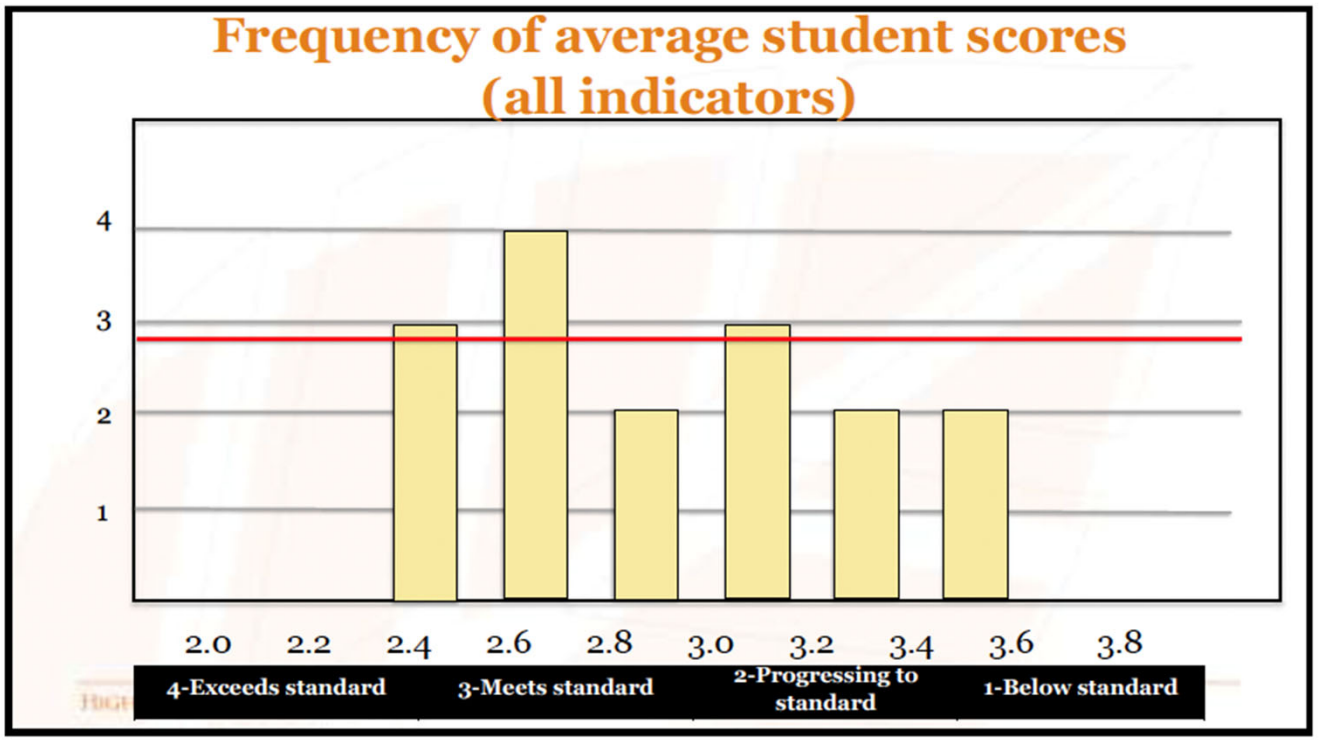
What else might you want to know about the students to help you think about the data?

HLC data 4

By student

Average Scores for Each Student

	4-Exceeds standard	3-Meets standard	2-Progressing to standard		1-Below standard	
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Average score /4
1	3	2	3	3	3	2.8
2	3	4	4	3	3	3.4
3	3	2	3	3	2	2.6
4	3	3	3	3	3	3
5	3	3	2	3	2	2.6
6	2	2	3	3	3	2.6
7	3	3	3	2	1	2.4
8	3	4	4	3	3	3.4
9	3	3	2	4	2	2.8
10	3	3	4	3	3	3.2
11	2	3	3	2	2	2.4
12	3	3	4	4	3	3.4
13	2	3	3	2	3	2.6
14	2	2	3	2	3	2.4
15	3	3	3	4	2	3
16	2	3	4	3	4	3.2

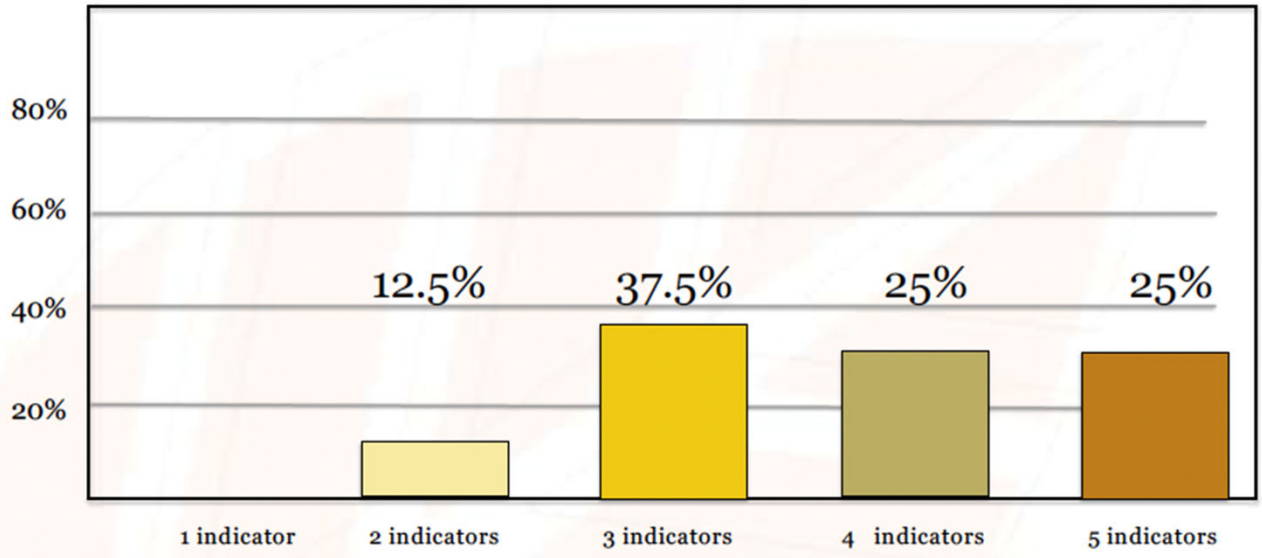


HLC data 5

Percent of students who met or exceeded standard on ALL indicators

	4-Exceeds standard	3-Meets standard		2-Progressing to standard	1-Below standard	
Student	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5	Indicators Met
1	3	2	3	3	3	4
2	3	4	4	3	3	5
3	3	2	3	3	2	3
4	3	3	3	3	3	5
5	3	3	2	3	2	3
6	2	2	3	3	3	3
7	3	3	3	2	1	3
6	3	4	4	3	3	4
9	3	3	2	4	2	3
10	3	3	4	3	3	5
11	2	3	3	2	2	2
12	3	3	4	4	3	5
13	2	3	3	2	3	3
14	2	2	3	2	3	2
15	3	3	3	4	2	4
16	2	3	4	3	4	4

Percent of students who exceeded standards on performance indicators



STOP, THINK, DISCUSS

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What do these different kinds of information do you see in the data by student slides HLC 4-5 tell you?

What determines the approach you should take to your data? What is the purpose of your analysis?

INTERPRETING THE DATA- TAKEAWAYS

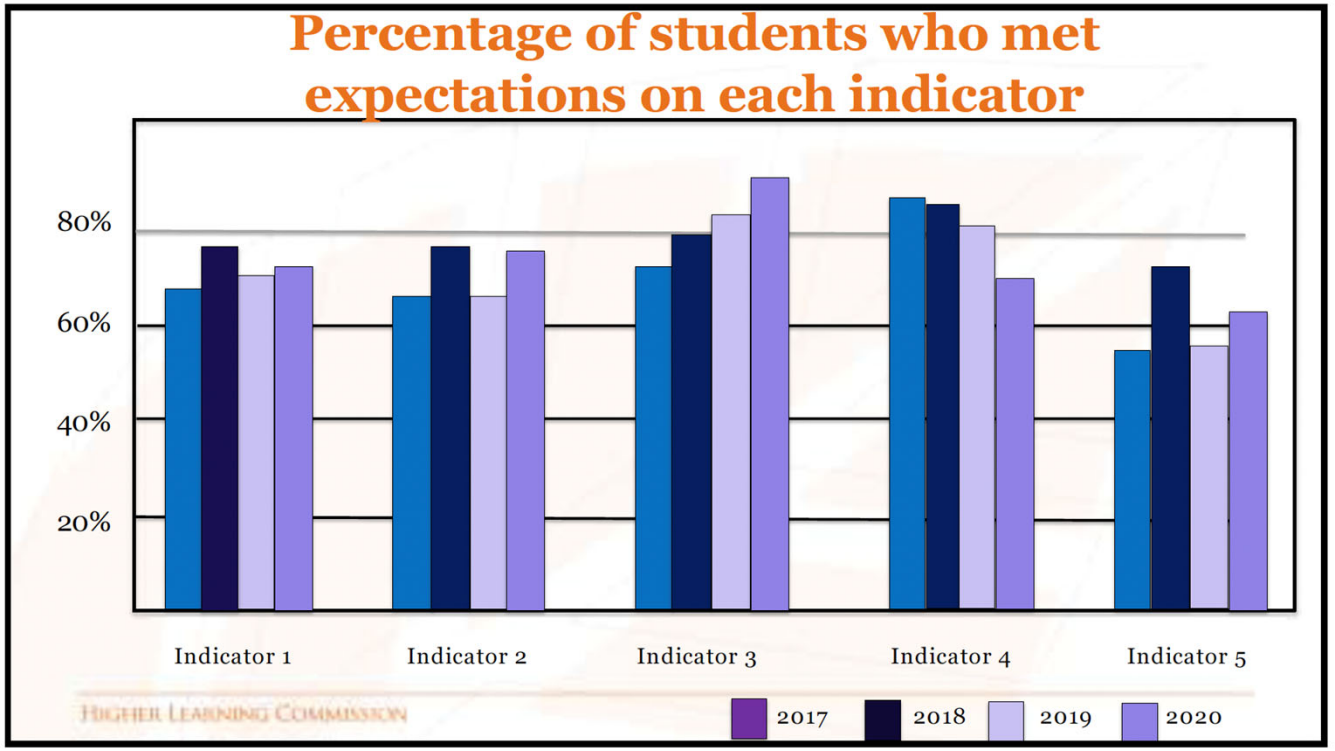
Coordinated Learning and Assessment Supports

- Look for patterns of evidence: not single data points.
  - ✓ Consistency (over time)
  - ✓ Consensus (different populations)

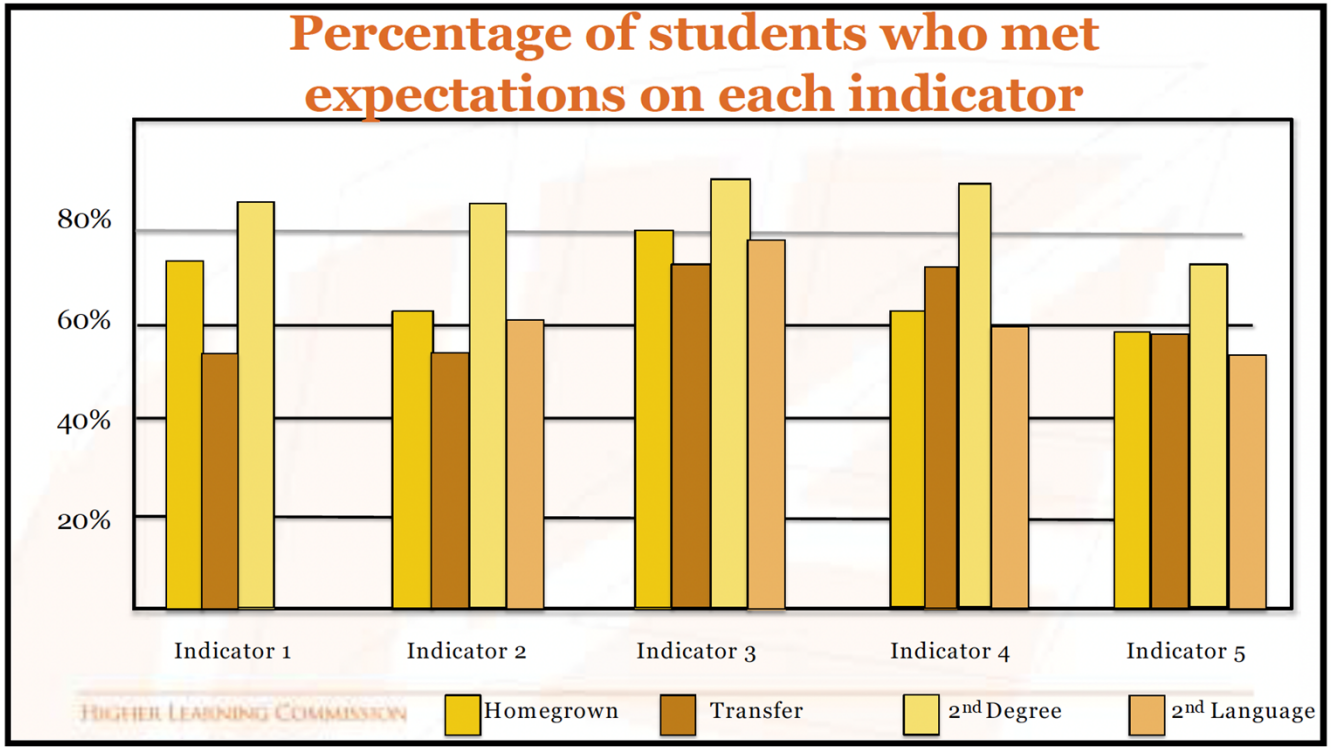
HLC data 7

Patterns of evidence

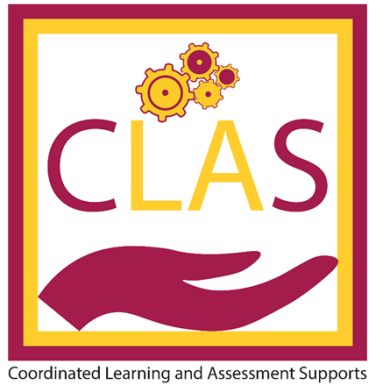
Consistency (over time)



Consensus (different populations)



INTERPRETING THE DATA- TAKEAWAYS



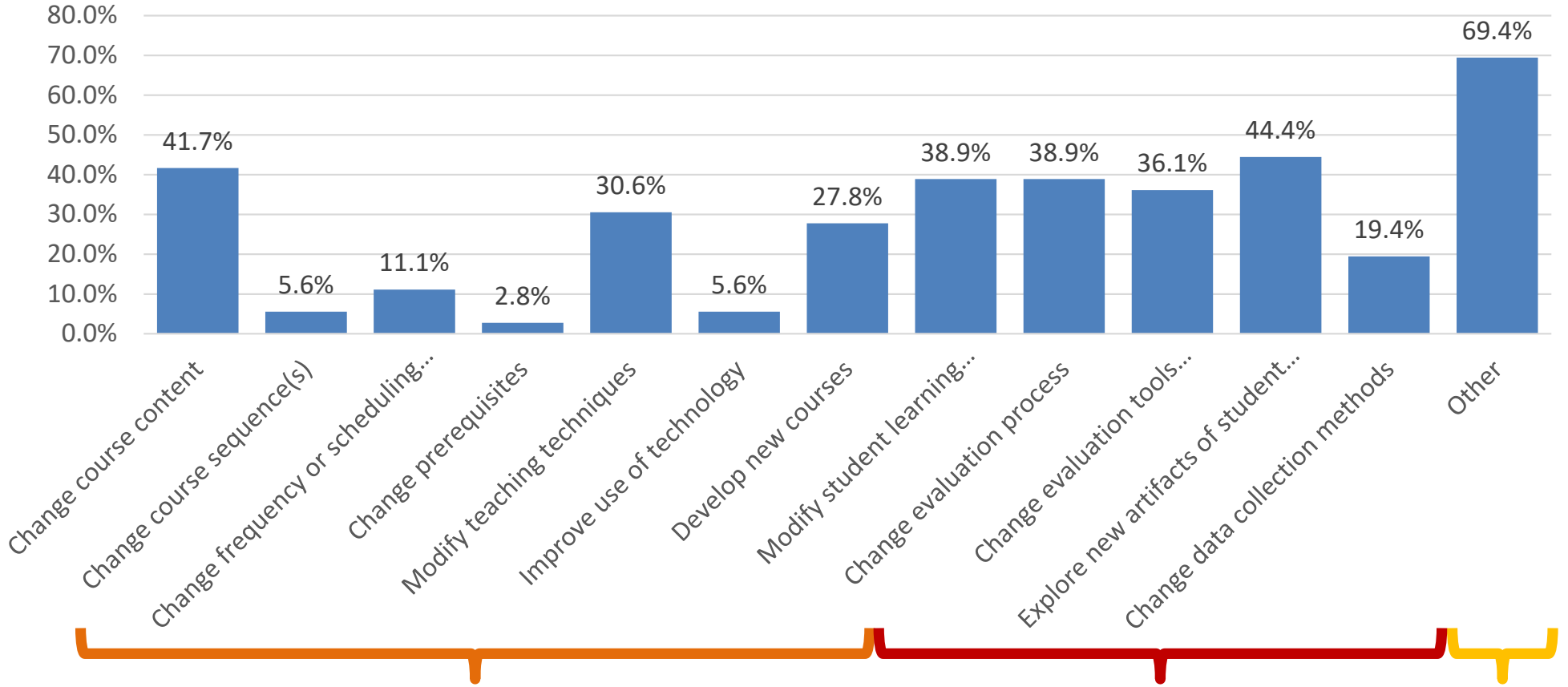
- Good data often generate as many questions as answers.
  - ✓ Not everything can be explained
- Who interprets the data?
  - ✓ involving more people can promote commitment to address issues.
- Not a controlled experiment, but you should understand where the data come from so you can interpret and use them effectively.

ACTING ON ASSESSMENT RESULTS

Coordinated Learning and Assessment Supports

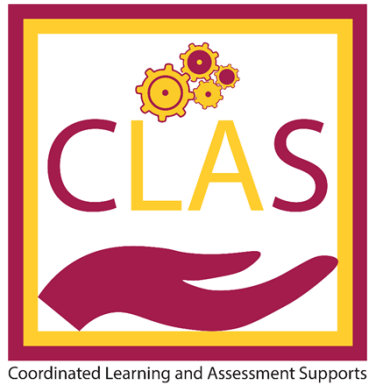
- What can be improved or adjusted?
  - Delivery
  - Curriculum
  - Policies/ practices
  - Resources/ support
- Remember—we asked you to respond to a list of items that specify some of these in the AAAR 2023

Percent of academic programs making specific assessment informed changes
-- as reported in AAA23 Reports



"Other" responses

ACTING ON ASSESSMENT RESULTS



- What can be improved?
  - ✓ You can use the data to change the assessment process itself…just not all the time!
  - ✓ Monitor the data, but you don't need to change all things all the time.
    - ❑ Continuous improvement does not mean you have to get better at everything every semester.
    - ❑ If students are performing with a particular learning outcome, you may not need to make major changes.
    - ❑ Allows you to prioritize where you do need to focus time and resources.

A CHANCE TO APPLY THIS

YOU AND YOUR DATA

Coordinated Learning and Assessment Supports

- Where are you with your 2024 data collection and reflection?
- How are you transforming your data into information?
- Let's spend a little time looking at what you have and how you might present it in a way that gives information you may want to act upon.

TRANSFORMING DATA INTO INFORMATION – SETTING IT UP

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These are ways to set up data that we just reviewed – do they work for you?

- Overall average
- Achievement by performance indicators
- Achievement by student
  - By score
  - By desired benchmark

USING DATA

Coordinated Learning and Assessment Supports

- Ask yourself these questions as you look at your data:
  - Did we expect this result?
  - What else do we want to know?
  - What could explain this?
  - What accounts for the differences we found?
  - What contributes to this result?
  - What could we do to address this?

SHARE OUT FROM TABLES

What have you learned from looking at your data?

What do you need support with?

RESOURCES AVAILABLE

Example documents in Teams site in UAL Channel

Other resources (slides from workshop),timeline, https://www.luc.edu/clas/ ,

Assessment support drop-in sessions – any interest?

OR individual support- see form at : https://www.luc.edu/clas/projectsupports/requestsupport/

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WHAT'S NEXT?

- AAAR 2024 question list will be released by April 5
  - Same questions; add assessment plan template
  - Report on a different program than before
  - Due Aug 1
- Reach out if you are interested in helping score reports in the fall!

Please fill out the feedback form and tell us what you think we should focus on next year!

THANK YOU!!

SURVEY WILL BE EMAILED OR TAKE IT NOW