

Data Resources for Learning Outcomes Assessment

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- Introduction and Context
 - Student Learning Assessment Goals
 - Timeline for Reporting
- Resources
 - Campus-provided data that can serve as basis for indirect assessments
 - 6 assessment activities that you can use for annual activity
- Direct Assessments
- Updating Learning Outcomes

Student Learning Assessment

- 2015 University Assessment Plan
 - All academic programs (major/degree) will:
 - Articulate student learning outcomes
 - Specify where in the curriculum learning takes place
 - Develop an assessment plan to evaluate whether or not students are meeting expectations of learning
 - Engage in at least one assessment activity per year; at least one *direct* assessment within a 1-3 year period
 - Review the results annually and report to the Office of the Provost

Assessment Report Timeline

- Academic Program Assessment:
A phased-approach
 - July 2015 – programs submitted learning outcomes, published in the 2017 Guide – nearly 100% reported
 - July 2016 – programs submitted 3-year assessment plans
~75% UG, 67% Masters, 80% Ph.D
 - **November 1 2017 – assessment annual reports due**
 - Reporting through AEFIS tool
<https://assessment.provost.wisc.edu/digital-course-evaluation-surveys/>
 - **NOTE:** For accredited programs engaged in self-study or review, contact Mo/Regina.

A starting point for this discussion...

For all degree/majors and certificates –

You have an assessment plan

Your programs have learning outcomes

Your courses have learning outcomes

Not sure?

Want to make changes?

We'll talk about that at the end of the presentation.

Big Takeaway Message: Use Campus Data!

- Use data that are already readily available
 - Less work for you
 - Meets campus data standards/definitions
 - Campus leaders will be confident in your conclusions
 - Allows faculty to focus on interpretation, implications, making meaning for indirect assessment
 - You have more time for **direct** assessment
- Campus data should be used to inform BOTH
 - Program review
 - Annual and ongoing assessment efforts
 - Assessment of learning outcomes
 - Development/execution of assessment plans

Undergraduate TTD and Curriculum

<https://apir.wisc.edu/students/>

Consider Curricular Pathways

- Review a sample of DARS reports of graduates
(in L&S, get data from AIM)
- Review a sample of transcripts of graduates
- Review your 4-year-to-degree map (in Guide)
- Review “Courses Taken By Bachelor’s Graduates” Viz

Assessment activity -

Do students move through your curriculum as you expect them to?

Where are the learning goals being met across the curriculum?

Duplication? Gaps?

Course Success, Grade Gaps

<http://apir.wisc.edu/instruction/grades-and-grading-patterns/>

Also see: [Grade Gaps Poster](#) (available on above URL also).

Grade Gap Analysis – DFDrop Rate

large undergraduate classes,
c.f. by gender, minority, first-generation-in-college
>20% DFDrop is a concern; >25% suggests attention is needed

In 2006-07: 8% overall, 18% for targeted minority, 11% first-gen

In 2016-17: 6% overall, 11% for targeted minority, 9% first-gen

Assessment activity - Review the reports, key courses.

Are high DFDrop rates a concern?

Are their patterns of high grade gaps? Impact on majors?

Have you been through the requisite amnesty project?

Are you considering pedagogical *and assessment* strategies to make improvements?

Campus-run Surveys - Undergraduate

National Survey of Student Engagement (NSSE)

Spring 2017 data now available

School/college and program/major reports in late November

Undergraduate first year and senior students

<https://apir.wisc.edu/students/nsse/>

First Destination Survey - Undergraduates

Every semester starting December 2016

Meets NACE standards; Regents accountability requirements

Information about what students are doing next

<https://apir.wisc.edu/students/first-destination-survey/>

Encourage your students to participate

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First Destination Survey - Undergraduates

<https://apir.wisc.edu/students/first-destination-survey/>

Assessment Activity

- Review the survey questions to identify which ones relate to learning goals, program goals
- Survey data may/will provide data for multiple learning goals.
- Get or ask for summary results for your major, program.
- Include other programs or overall data for comparison.
- Have a program faculty and staff meeting to discuss the findings.
- Consider any actions needed to improve results in relation to your learning outcomes.
- Make a plan and take action.

Graduate Program Profiles

<https://tools.grad.wisc.edu/mas/>

Tableau viz format coming soon

- Historical Data through 2015-16 on Master's, Doctoral and M/PhD Named Options
 - Program context (enrollments, funding, demographics)
 - Degrees awarded
 - PhD Completion, Time to Degree vs. AAU peers
 - Postgraduate plans/exit survey

Assessment activity - Review your program Profile.
Are the patterns you are seeing consistent with your program and learning goals?
Do you need to make changes?

Campus-run Surveys - Graduate

PhD Exit Survey, Master's Exit Survey

<https://kb.wisc.edu/gsadminkb/page.php?id=56327>

PhD exit survey required at degree completion,
since 2012
has AAU comparison data
reports with ≥ 10 responses sent to programs

Masters students sent link 6 weeks before graduation

Surveys include information on what/where students
are going after graduation, experiences they had
(teaching, research, publications)

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Campus-run Surveys – All levels

Digital Course Evaluations

<https://provost.wisc.edu/assessment/digital-course-evaluation-surveys.htm>

- tool is campus-provided; content is department-based
- available now, since fall 2016

Assessment Activity

- Reference your assessment plan, curricular map.
- Review the course evaluation questions that are focused on student perceptions of learning goals, learning gains.
- Data will provide data for multiple learning goals.
- Look at trends over time, over instructors, focus on student learning and **not** teaching performance.
- Have a program faculty and staff meeting to discuss the findings.
- Consider any actions needed to improve results in relation to your learning outcomes.
- Make a plan and take action.

Direct Assessment Measures

- Academic programs: required to engage in at least one direct assessment activity in 3-year period
- Direct measures - measure student learning through examinations/tests or by evaluating examples of student work:
 - National certification or board exams
 - Embedded test questions
 - Review of student work (thesis, dissertation, oral presentations) using a rubric
 - Pre- and post-quizzes/exams.
- Do not recreate data that is already available!!
- Keep it simple, smart and useful

Making updates, changes to ...

Assessment plan

Department approval, then submit a new plan to Mo and Regina

Program learning outcomes

Published goals are in the Guide

Approved by Department

Submit department-approved changes to Mo; copy Jocelyn and your S/C rep

Details: <https://kb.wisc.edu/vesta/page.php?id=74550>

Courses learning outcomes

Approved by department, s/c, UCC using course approval process; New form open early 2018

Thank You!
Questions?

Demonstration?

Coming soon:

Graduate School Data Explorer

- Filter and compare data from a graduate program dashboard
- Provides data similar to the program profiles on Applications, Admissions, Degrees and Outcomes

Institutional Data Exporter

- Limited access - NetID access
- Set parameters and export selected record data
- Degrees/awards, enrollments, curricular