Data Resources for Student Learning Assessment

Mo Bischof
Jocelyn Milner
Joshua Morrill
Mary Thompson

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Introduction and Context
  - Student Learning Assessment at UW-Madison
  - Program responsibilities
  - Key Milestones and Status

Campus Resources
  - Serve as basis for indirect assessments
  - Provide assessment activities that you can use for annual activity

Integrating direct and indirect assessment for program reporting/review
Student Learning Assessment

• 2015 University Assessment Plan
  • All academic programs (major/degree/certificate) are required to:
    • Articulate student learning outcomes; made public in the Guide
    • Develop/Update program assessment plan
      • Specify where in the curriculum learning takes place
      • Plan for evaluating whether or not students are meeting these expectations
    • 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 Milestones

- **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 2017** – Certificate programs submitted plans: 38% prof/grad certificate and 100% capstone certificate programs; 81% undergrad certificate

- **November 2017** – first iteration of annual reports ~78% of all grad/undergrad submitted
  - Assessment Report Capture (ARC) in AEFIS

- **November 2018** – second year of annual reporting including Certificate Programs. ~70% reporting
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
- Your programs have submitted annual reports

- TODAY: How we can support your assessment activities
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
  • Indirect assessment
  • Context for assessment
Assessment Activities

Examples follow that use available data resources:
• Locate the data
• Review it with questions in mind
• Have a discussion with colleagues
• What does the information tell you?
• Can you improve?
• Make a plan
• Implement
• Write up and submit your annual report
Assessment activity (undergraduate)
Curriculum, Curricular Progress
Do students move through your curriculum?
Are there bottlenecks?
Where are the learning outcomes being met across the curriculum?
Is there duplication? Gaps?

- 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

https://apir.wisc.edu/students/
Assessment activity (undergraduate)
Course Success, Grade Equity Gaps
Are high DFDrop rates a concern?
Are there patterns of grade gaps?
Have you been through the requisite amnesty project?
Are you considering pedagogical and assessment strategies to make improvements?

Grade Gap Analysis – DFDrop Rate

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

https://apir.wisc.edu/instruction/grades-and-grading-patterns/
Assessment activity (undergraduate)
What do my students do after they graduate?
Do my graduates get jobs?
Do my graduates go to grad school?
Where do they live?
How does my program compare to others, to all students?

First Destination Survey - Undergraduates
Every semester starting December 2016
Meets NACE standards; Accountability requirements
Information about what students are doing next
By-major reports
https://apir.wisc.edu/students/first-destination-survey/
Assessment activity (undergraduate)
What do students report about learning gains, experience?
What do students report about learning, learning experience?
Do survey data relate to several learning outcomes?
How does my program compare to others, to all students?
How do students rate their transferable skills?

National Survey of Student Engagement (NSSE)
Spring 2017 data – student experience, learning gains
Broad-field reports available
School/college and program/major reports available
Undergraduate: first year and senior students
https://apir.wisc.edu/students/nsse/
Assessment activity (undergraduate)
Graduating “On Time”
Are my students graduating “on time”? 
Is Time to Degree similar to peer programs, to similar majors? 
If not, why not? 
What can we do to help students complete “on time”? 

Undergraduate Time to Degree Reports
Time to degree for undergraduate graduating cohorts
Elapsed calendar years
Peer comparisons

https://apir.wisc.edu/students/time-to-degree/
Assessment activity (graduate/PhD)
Graduating “On Time”; Completions
How long are my students taking to graduate?
Is it similar to peer programs, to similar majors?
What can we do to help students complete “on time”?
Is a reasonable portion of students who start graduating?

PhD Outcomes

Time to degree, PhD graduation rates
Peer comparisons

https://apir.wisc.edu/students/phd-outcomes/
Assessment activity (graduate/PhD)
How has my graduate program performed over time?
What is the relationship between admissions and enrollments? Is this comparable to other campus graduate programs? What percentage of my graduate students have funding and how has this changed over time?

Graduate School Explorer
- Historical data (back to 2007)
- Tableau Visualization
- Enrollment / Admissions
- Funding
& SO MUCH MORE!

https://grad.wisc.edu/
Assessment activity (graduate/PhD)
What is the experience of graduates from my program?
Did they feel like they had a good advisor experience? Did they receive enough professional development? What was their overall perception of the program? Would they choose UW again?

PhD & Masters Exit Surveys
- Consistent data (Fall 2015)
- Static Reports, sent in February
- Variety of student experience, climate, perception questions

https://kb.wisc.edu/grad/page.php?id=56327/
Assessment Activity Pre/Post Surveys (Capstone Certificates and 131 Graduate (non-thesis/terminal))

What are expectations and career goals for entering the program?
What do students report about learning, learning experience?
Did they feel that they met their learning outcomes in their program?
Did they receive career advising and support? What was their overall perception of the program? Would they choose UW again?

Pre/Post Surveys—at the Program Level
Designed for Nontraditional Students
Aggregate Report/Program Level Report and One-page Summary with action items for every Capstone and 131 Degree Program through Division of Continuing Studies
Assessment Activity: Digital Course Evaluations (All levels)

• Do my students think they’ve learned what I hope they’ve learning?
• How do I know?
• Can I align their feedback to my learning outcomes/expectations?
• How can I track students’ feedback about their learning overtime?
  Across my course? Across courses in my program?

Digital Course Evaluation – Indirect

AEFIS tool is campus-provided; content is department-based
Formative and summative data; can use for indirect assessment
Provides new features and reports to address instructor and program needs
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 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
  • Course-level alignment with assignments/quiz and exam scores to course and program learning outcomes (Direct Assessment project)
Integrating Direct and Indirect Assessments

Student
- Course Evaluations
- Indirect

Course
- Syllabus Course Learning Outcomes
- Formative Assessments (Homework, Quizzes)
- Indirect
- Direct

Program
- Program Learning Outcomes
- Assessment Plans
- Annual Assessment Reporting
- Direct

Student Learning Profile/Faculty & Instructor Dashboards
Making updates, changes to …

Program learning outcomes
Lumen Programs – New and changes to programs
  Published outcomes are in the Guide; updated periodically
  Approved by department

Courses learning outcomes
Lumen Courses – New and changes to courses
  Approved by department, s/c, UCC

Assessment plans
Lumen Programs/SLA - New program assessment plans
  AEFIS capability for all plan submission/uploads, late 2019
  Approved by department
Other Resources to Know About

Institutional Data Exporters
Limited access - NetID access
Set parameters and export selected record data
Degrees/awards, enrollments, curricular
https://data.wisc.edu/uwrap/

RADAR
Search for data resources

https://search.data.wisc.edu/radar.php
Do not recreate data that is already available!

Keep it simple, smart and useful.

Consult about these resources.
THANK YOU

QUESTIONS/DISCUSSION