STRATEGIES FOR COLLECTING & INTERPRETING YOUR DATA

"…the focus should be on *direct* measures of student learning. Knowing <u>how students perform in the aggregate</u> on structured examinations, written papers, laboratory exercises, and so on within a given course provides faculty with essential information on the extent to which stated learning outcomes are being realized."

(Middaugh, 2010. p.102)

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MIDDLE STATES COMMISSION ON HIGHER EDUCATION RECOMMENDATIONS FOR ASSESSMENT

* Keep assessment useful.
* Keep things simple – especially in terms of time.
* Value assessment.
* Just do it! Close-the-loop. ("Get 'er done!")

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STUDENT PRIVACY

- Be compliant with student privacy laws and regulations

  - Omit any identifying student information such as name, address, social security number, P-numbers etc.

  - For more information on student privacy procedures, please contact the College Registrar at 315 267-3090.

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BASIC INTERPRETATION FOR REPORTING

Data Source/Results & Analysis

_____% of students Exceeding Expectations

_____% of students Meeting Expectations

_____

_____% of students Approaching Expectations

_____% of students Not Meeting Expectations

* The above data should include that targets or benchmarks for determining whether student learning outcomes have been achieved have been established and justified; the justifications demonstrate that the targets are of appropriate college-level rigor and are appropriate given the institution's mission.

TREND DATA

- Collect results semester by semester or annually over time to improve the reliability of the results.

- Create a visual chart or graph of the data as a focus or talking point for discussion of student achievement.

- Particularly useful for small student populations (i.e. a course that offers one section of 25 students per term).

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SUNY Potsdam Literacy Content Specialty Test (CST) 6 Year Trend Data 2003-2009
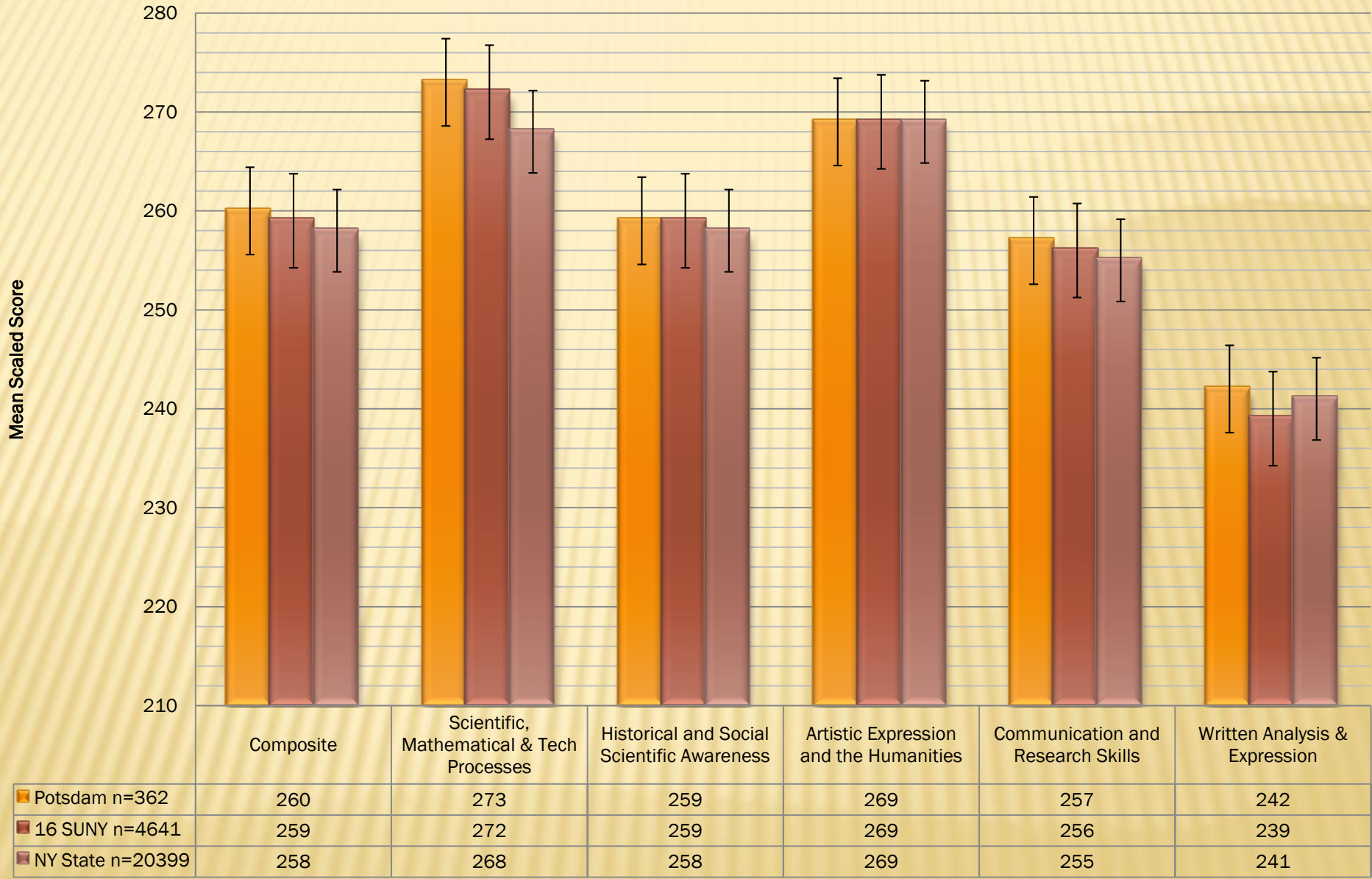

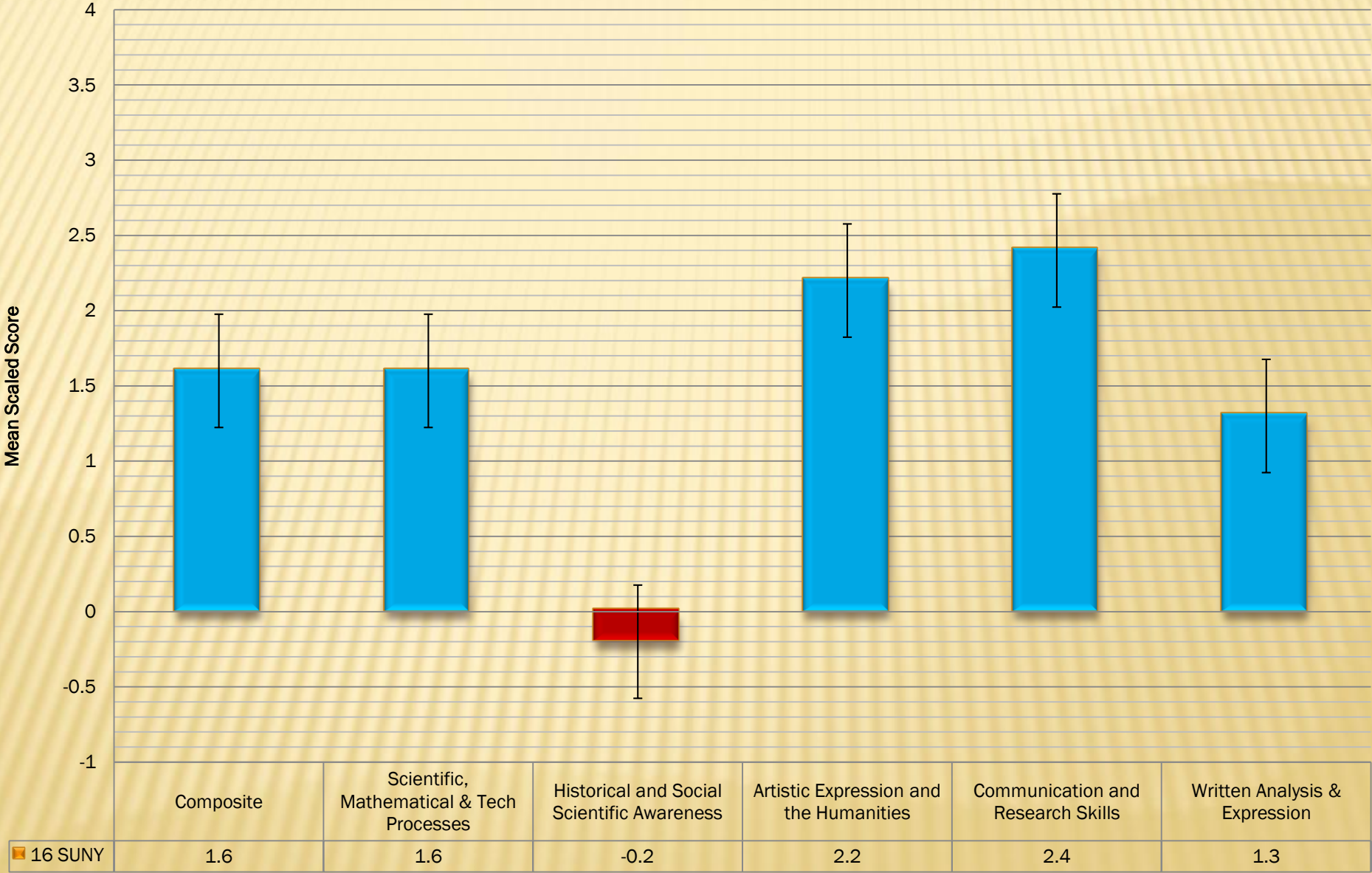|	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Composite	250	254	255	253	259	260
Foundations of Literacy	241	250	254	253	253	258
Reading Instruction and Assessment	248	249	251	252	260	259
The Role of the Literacy Professional	266	267	266	262	267	268
Reading Instruction and Assessment Constructed Response	247	255	250	242	249	252

AGGREGATE THE DATA

+ Combine data from multiple collections of results.

+ This yields more information to use in making instructional/program action plans and decisions.

+ While trend data that compares assessment data with previous iterations of the same assessment activities or tools is most helpful to judge gains, if other benchmark data are available, it can be helpful to compare with larger or diverse populations.

SUNY Potsdam Liberal Arts and Science Test (LAST) 2007-2008

Mean Scaled Score

	Composite	Scientific, Mathematical & Tech Processes	Historical and Social Scientific Awareness	Artistic Expression and the Humanities	Communication and Research Skills	Written Analysis & Expression
Potsdam n=362	260	273	259	269	257	242
16 SUNY n=4641	259	272	259	269	256	239
NY State n=20399	258	268	258	269	255	241

SUNY Potsdam 5 year aggregate LAST Scores compared to All SUNY campuses 2003-2008

	Composite	Scientific, Mathematical & Tech Processes	Historical and Social Scientific Awareness	Artistic Expression and the Humanities	Communication and Research Skills	Written Analysis & Expression
16 SUNY	1.6	1.6	-0.2	2.2	2.4	1.3

Mean Scaled Score

SUNY Potsdam 5 year aggregate LAST Scores compared to NY State 2003-2008

	Composite	Scientific, Mathematical & Tech Processes	Historical and Social Scientific Awareness	Artistic Expression and the Humanities	Communication and Research Skills	Written Analysis & Expression
NY State	2.4	5.8	1.2	2.2	1	-0.4

Mean Scaled Score
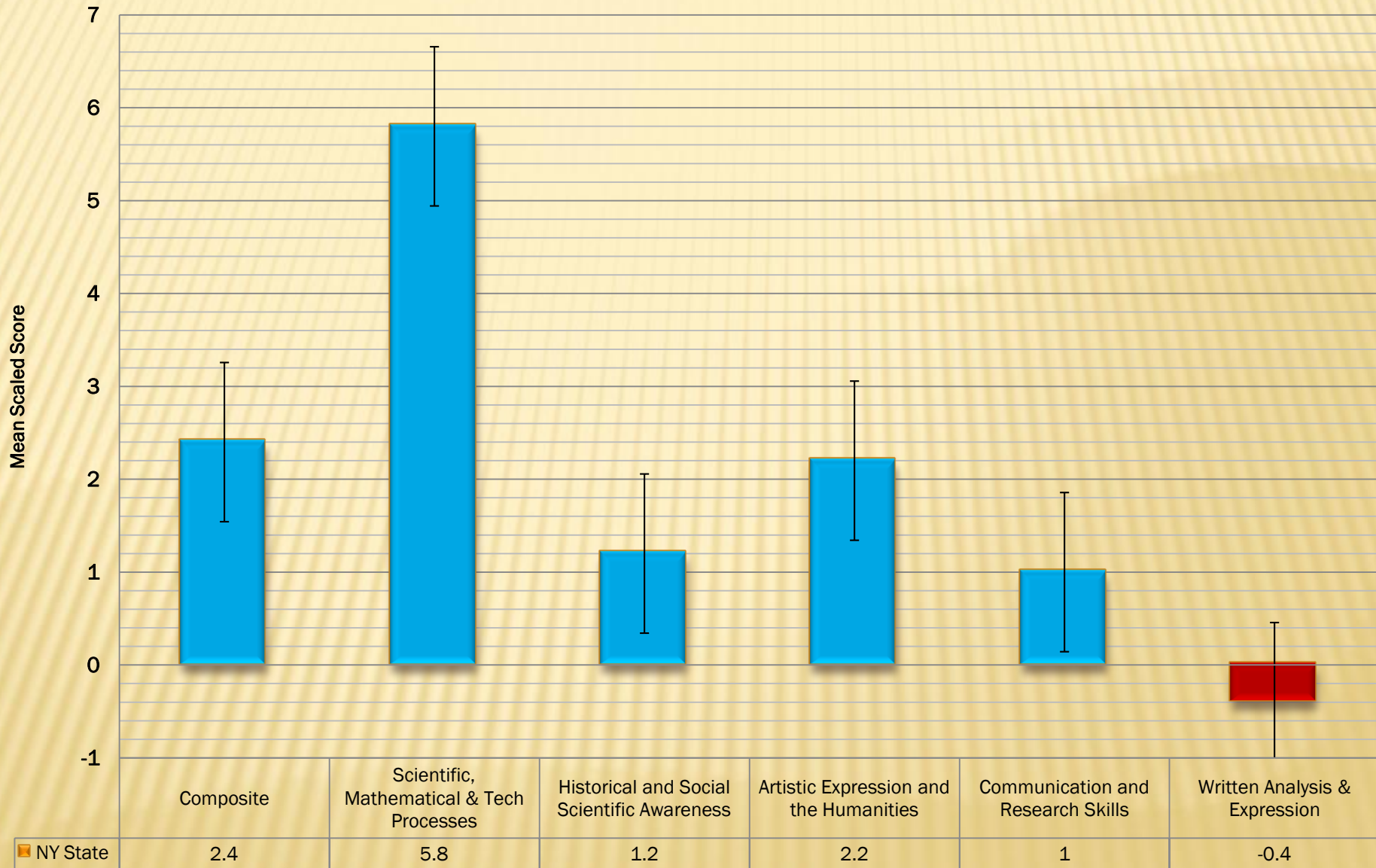
"THE EVIDENCE" SAMPLES OF STUDENT WORK

- Have representative student samples at various levels of achievements
  - Collect samples of student work from multiple sections
  - Include all possible variables to give you a complete picture:

    - Day/time distributions
    - Full and part-time students
    - Delivery Locations (Watertown , Ottawa, etc.)
    - Delivery Methods (Face-to-Face, Distance Learning, Hybrid, etc.)

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CONSISTENCY

- Be consistent in using tools for pre-assessment and post-assessment.

  - Results from the pre-assessment (i.e., test questions, rubric, etc.) provides the baseline/benchmark.

  - Results from the post-assessment measure can then be compared to the previous results and yields accurate information that can be used to further improve teaching and learning.

REFERENCES

Middaugh, Michael, F. (2010). *Planning and assessment in higher education: Demonstrating institutional effectiveness.* San Francisco, CA: Jossey-Bass.