Identifying and monitoring actionable data in the program review process

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Agenda

- Review the Continuous Improvement framework and align it to Data Informed Decision-Making framework
- Identify the role of leading and lagging indicators in the assessment process
- Choose 3 measurable data sets in self-study report
- Select appropriate metrics to measure progress
- Describe why continuous improvement equates to social justice in education
Review: Continuous Improvement for Teaching

**PLAN**
- Question; hypothesize; establish objectives. How will you know that you are successful?

**DO**
- Carry out your plan; communicate your plan; provide experiences; observe responses

**CHECK**
- Measure and analyze results; compare to hypotheses; learn

**ACT**
- Use what you’ve learned. What will you revise?

Continuous Improvement Framework
Review: Continuous Improvement for Learning

Continuous Improvement Framework

Question; hypothesize; establish objectives. How will you know that you are successful?

Carry out your plan; communicate your plan; provide experiences; observe responses

Measure and analyze results; compare to hypotheses; learn

Use what you’ve learned. What will you revise?

PLAN

DO

CHECK

ACT
Data-Informed Decision Making (DIDM) is “the process of organizing data resources, conducting data analysis, and developing data insights to provide the contexts and evidence base for formulating organizational decisions. In DIDM, data are just the evidence base, while the decision context is very much as important, if not more important than the data alone. Higher education leaders, even when equipped with sufficient data and excellent analysis, will need to draw on their professional experience, intuition, political acumen, ethical practice, and strategic considerations in making their decisions.”

Data is about representation.

What is the purpose of data-informed decision making?
Data is about representation.
... about representing what we know

What is the purpose of data-informed decision making?
Data is about \textit{representation}. ... about representing how we know it

What is the purpose of data-informed decision making?
Data is about representation.
... about who we are

What is the purpose of data-informed decision making?
Data is about **representation**. ... about how we enact and live our mission and values
What is the purpose of data-informed decision making?

Data is about representation, a means of communicating about ourselves.
What is the purpose of data-informed decision making?

Data is about representation, a means of communicating about ourselves.

Data is also about providing a basis from which to plan; to provide; to evaluate; to revise. Data provides support for continuous improvement.
Continuous Improvement Framework

Plan

What data do you need, and how will you get it?

Do

Collect data

Check

Analyze the results

Act

Use data to inform your decisions

DIDM & Continuous Improvement
Data provides support for continuous improvement.
Data provides support for continuous improvement.

To promote sustainable DIDM efforts across campus, make data collection itself subject to the cycle of improvement.
Edit Plan Item

**Template:** Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered)

**Name of degree/major or credential (example: Psychology BA/BS)**

The program offers degrees and majors that are consistent with its mission that each lead to clearly defined program-level student learning outcomes that are consistent with the recognized field of study for the degree level, prepare graduates for their intended path, and include designators aligned with the profession or a common framework.

New Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered by program)

**Assessment Cycle State Date**

Give the start date for the most recent learning outcomes assessment period. By default, this is usually the most recent academic year. However, some programs may assess on a calendar year, or use other start and end dates.

07/05/2022

**Assessment Cycle End Date**

Give the end date for the most recent learning outcomes assessment period. By default, this is usually the most recent academic year. However, some programs may assess on a calendar year, or use other start and end dates.

06/30/2023

**Progress**

**Providing Department**

- College of Engineering

**Main Assessment Report Contact’s Name**

All faculty should be involved in assessing the program learning outcomes, and reviewing and using the date for program improvement. Please list the main contact person or person for the program’s assessment report.
DIDM & Cultures of Data

Who will our changes serve? How can we promote transparency around next steps?

Continuous Improvement Framework

PLAN

DO

ACT

CHECK

Who did we represent? Who did we exclude? Which stakeholders need to be involved more?

How can we improve our communications about our efforts?

Who needs training in data literacy? Who needs to be involved in the analysis of results?

Who will our changes serve? How can we promote transparency around next steps?
Moving from Insight to Action with your APR report

Continuous Improvement
How do we know if we are doing the thing: Identifying Data Sets to Act Upon

**Measurable**
How will you know if the outcome is achieved? What is the assessment method?

**Meaningful**
How does the outcome support the departmental mission or goal?

**Manageable**
What is needed to foster the achievement of the outcome? Is the outcome realistic?
Identifying Appropriate Metrics to Assess Student Learning

How do you use your data?
Align definition of success to KPIs

Think about the mission of your institution, the strategic plan, and what your campus is most concerned about.

Are there specific initiatives or goals that have been articulated?

Think of some current goals or initiatives, write a guiding question, and the KPIs.
Edit Plan Item

Template: Student Learning Assessment Report (add one "plan item" for each major, degree, and/or certificate offered)

Name of degree/major or credential (example: Psychology BA/BS) *

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APR Data in Insight

APR Interior Architecture & Design

Students Meeting Achievement Level Reported by Semester

<table>
<thead>
<tr>
<th>Achievement Level by Semester Reported</th>
<th>Fall 2019</th>
<th>Spring 2020</th>
<th>Fall 2020</th>
<th>Spring 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeded</td>
<td>807</td>
<td>19,692</td>
<td>692</td>
<td>10,4</td>
</tr>
<tr>
<td>Met</td>
<td>4,236</td>
<td>28,095</td>
<td>971</td>
<td>13,3</td>
</tr>
<tr>
<td>Partially Met</td>
<td>486</td>
<td>1,980</td>
<td>163</td>
<td>1,4</td>
</tr>
<tr>
<td>Not Met</td>
<td>867</td>
<td>3,575</td>
<td>85</td>
<td>3,4</td>
</tr>
</tbody>
</table>

Bloom’s Level of Taxonomy Representation in Outcome Statement

Evaluate (9292)

Apply (18765)

Analyze (5730)

Scoring Method Used to Assess Student Work

<table>
<thead>
<tr>
<th>Scoring Method Used to Assess Student Achievement</th>
<th>Scoring Method Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric</td>
<td>1,104</td>
</tr>
</tbody>
</table>

Course Evaluation: Learning Outcomes (All responses since Fall 2021)

The instructor expressed clear expectations for learning outcomes in this course.

Course Evaluation Response

Strongly Agree

27 740
Action Plan

As a result of the program’s recent assessment, what action is planned to improve student learning and success? Please provide a brief description or list of actions, who will be responsible for the action, and what the expected timeline is.
As a faculty member, you believe students who are taking your introductory-level courses in your program from adjunct faculty are doing better in upper-level courses than students who are taking those courses from your full-time faculty. What do you do to examine this belief?

1. What do you need to examine this further?
2. How will your efforts relate to assessment, institutional effectiveness, and student success?
3. What barriers might you face?
4. Who will you need to collaborate with?
As the director of admissions, your data for the past three cohorts of freshmen shows that students from three particular feeder high schools are failing College Algebra at a significantly higher rate than their peers. What do you do to examine this further?
As vice president for student services, you have examined retention data and found that students who live within an hour and a half of campus retain about 15 points lower than students who live between two and five hours away.

1. What do you need to examine this further?
2. How will your efforts relate to assessment, institutional effectiveness, and student success?
3. What barriers might you face?
4. Who will you need to collaborate with?
Creating your Action Plan

1. What data set will you dig into?

2. What metrics will you use to measure progress? (leading)

3. What metrics will you use to assess success? (lagging)

Create your own example:

You are the ____________________, your data shows that____________________

____________________________________________________________________

____________________________________________________________________

What data can you pull to examine this further? ____________________________

____________________________________________________________________

How does this information relate to other functional areas? _________________

____________________________________________________________________

What barriers or challenges might you face? _____________________________

____________________________________________________________________

Who will you need to engage with to accomplish this? ____________________

____________________________________________________________________
“Widely share within the institution indicators of student achievement, including but not limited to persistence, completion, retention and postgraduation success, for the purpose of closing barriers to academic excellence and success (equity gaps).

These indicators should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student and any other institutionally meaningful categories. (2020 Standard(s) 1.D.2)”
Equitable Assessment Practices

- Transparency in assessment practices
- Include students in the learning achievement assessment process
- It's important to assess students in a variety of ways (multi-method including qualitative and quantitative)