Making Data-Based Program Decisions

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Session Objectives

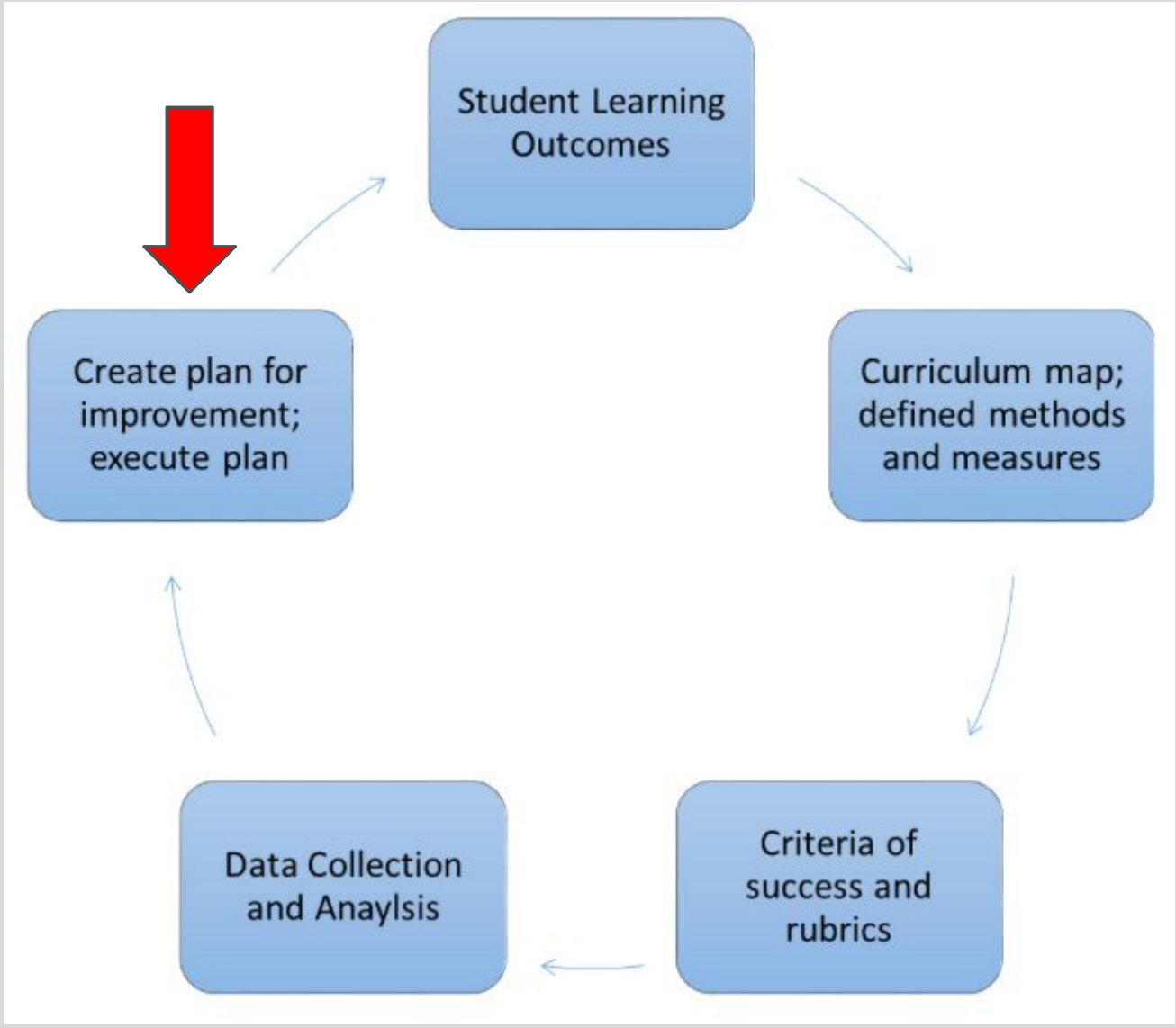
- Kutztown faculty will share **direct experiences in assessment cycle** with a focus on examples of **analyzing data** and **making decisions to improve programs**.

- Participants will have an opportunity to **generate responses to data** for program improvement and **make connections** to own assessment process.

Agenda

- ❑ Developing Rubrics
- ❑ Administering Assessments
- ❑ Scoring
- ❑ Analyzing Results
- ❑ Making Decisions for Improvement!
- ❑ Application

Academic Program Assessment



Developing Rubrics

Department of Special Education

- ❑ Process for rubric development
- ❑ Rubric levels
- ❑ Standards alignment

5. **Standard 4: Assessment**

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities (4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	☑	☑	☐	☑	☑	☐	☑	☑

	Exceeds Expectations	Meets Expectations	Inconsistently Meets Expectations
Assessment & Instructional Design			
Learner Evaluation *CEC Standard 4: Assessment* *4.0, 4.1, & 4.3* *ISCI 4 K1-K4* *ISCI 4 S1-S5, S7, S8*	The teacher candidate in collaboration with colleagues and families consistently uses a variety of assessment and data sources in making educational decisions about individuals with exceptionalities.	The teacher candidate in collaboration with colleagues and families uses appropriate methods of assessment and data sources in making educational decisions about individuals with exceptionalities.	The teacher candidate does not use methods of assessment and data sources in making educational decisions about individuals with exceptionalities.
Assessment Design *CEC Standard 4 Assessment 4.1* *ISC1 4 K1-K5* *ISCI 4 S1-S9*	The teacher candidate selects and uses a wide range of technically sound formal and informal assessments that minimize bias.	The teacher candidate selects and uses technically sound formal and informal assessments that minimize bias.	The teacher candidate inappropriately selects formal and informal assessments and does not minimize bias.
Data Collection *CEC Standard 4: Assessment 4.3*	The teacher candidate appropriately chooses from a variety of formal and informal assessments across settings and applies knowledge of measurement principles and	The teacher candidate conducts adequate formal and informal assessments	The teacher candidates' selection of formal and informal assessments

College of Education

- ❑ COE Assessment Committee
- ❑ Standards
- ❑ Rubric development

Alumni Survey	One year and five years after graduation, alumni fill out a form asking for feedback on their preparation.	Alumni 1 year Alumni 5 year	2017, 2018
Employer Survey	The alumni surveys provide us with contact information for employer, who then fills out survey.	Alumni 1 year Alumni 5 year	2017, 2018
Dispositions 1	Dispositions form completed by instructor in course.	EEU 202, ELU 212, EEU 202-10, EEU 202-810, SEU 313, SPU 221-010, SPU 318	Spring 2018
Dispositions 2	Dispositions form completed by instructor in course.		Spring 2018
Diversity Assessment	Diversity instrument evaluated by instructor.	SPU 201	Spring 2018
Early Field Experience	Danielson evaluation by university supervisor and mentor teacher.	EEU ? and SEU 343	Pilot phase of instrument to take place in Spring 2019

Communication Design

- ❑ Involvement of faculty in rubric development
- ❑ Rubric categories
- ❑ Standards

Hello and Welcome Communication Design Senior Portfolio Reviewers 2013!

Thank you for agreeing to review our senior portfolios and attending tonight's function. The Kutztown University Communication Design Department and our students appreciate your effort with this event each spring. As we continually assess and attempt to improve our program we would appreciate your input. This is not an individual portfolio assessment but an overall impression of the work you review this evening. Please note your responses on the form below and when complete return it to a faculty member. This data will be used as part of our curriculum Outcomes Assessment review process.

Please circle the corresponding number rating your overall impression of senior portfolio work.

PROBLEM SOLVING

Thoroughness of research and depth of information.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Quality and originality of solution(s).

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

AUDIENCE RECOGNITION & TARGETING

Audience targeted effectively through typography.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Audience targeted effectively through color.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Audience targeted effectively through imagery.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Audience targeted effectively through copy writing.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

TECHNOLOGICAL MASTERY

Image manipulation and creation.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Image resolution, focus, color, depth of field...image quality.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Craft and workmanship of dimensional or multi-page works.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Attention to typographic detail/craft.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Attention and craft of text – spelling, grammar, punctuation, etc.

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Craft and workmanship of time-based works. (Where applicable)

EXCEEDS EXPECTED	ABOVE EXPECTED	MEETS EXPECTED	BELOW EXPECTED	NEEDS IMPROVEMENT
5	4	3	2	1

Quality and craft of interactive development/coding. (Where applicable)

Student Learning Outcome 3 - Create and develop visual form in response to communication problems

Description: Visual form includes the construction of meaningful images, the application of principles of visual organization/ composition, information hierarchy, symbolic representation, typography and/or aesthetics.

4 Expert	3 Accomplished	2 Emerging	1 Novice
• Creates innovative design solutions or ideas that are appropriate to the discipline • Achieves novel, unconventional or unique ideas, questions, formats, solutions or products applying design principles to create innovative visual images or responses and/ or a visual image or response that crosses boundaries • Transforms design principles, ideas or solutions into entirely new forms	• Creates original design solutions or ideas that are appropriate to the discipline • Executes novel, unconventional or unique ideas, questions, formats, solutions, or products creatively using the application of design principles. • Synthesizes design principles into novel ideas or solutions forming a coherent whole	• Successfully and creatively adapts appropriate design standards to his/her own project specifications • Produces creative conventional and well-executed ideas, questions, formats, solutions, or products exercising the application of design principles. • Connects ideas or solutions in expected ways	• Reproduces existing design standards. • Restates existing ideas • Recognizes existing connections among ideas or solutions

Discussion

"Biggest takeaways”
on rubric development based
on own experience?

Administering Assessments

Department of Special Education

- ❑ Procedure for administration
- ❑ Program used to collect student assignments

Core Assignments

SPU 201 - Disability Portrayal		Avg. = 2.97 / 3 (99.00%)
SPU 201 Electronic Notebook		46 Meets Requirement / 0 Does not Meet (100.00%)
SPU 216 Mathematics intervention		212 Meets Requirement / 0 Does not Meet (100.00%)
SPU314 Accommodations Menu		Avg. = 2.74 / 3 (91.33%)

Assessment 4 - SPU 392/393

PDE430 - General PA Requirement		Avg. = 12.00 / 12 (100.00%)
PDE430 - Specific SPU requirement		Avg. = 1.37 / 2 (68.50%)
Appendix D PA Menu of Options		23 Meets Requirement / 0 Does not Meet (100.00%)

Assessment 5 - SPU 392/393

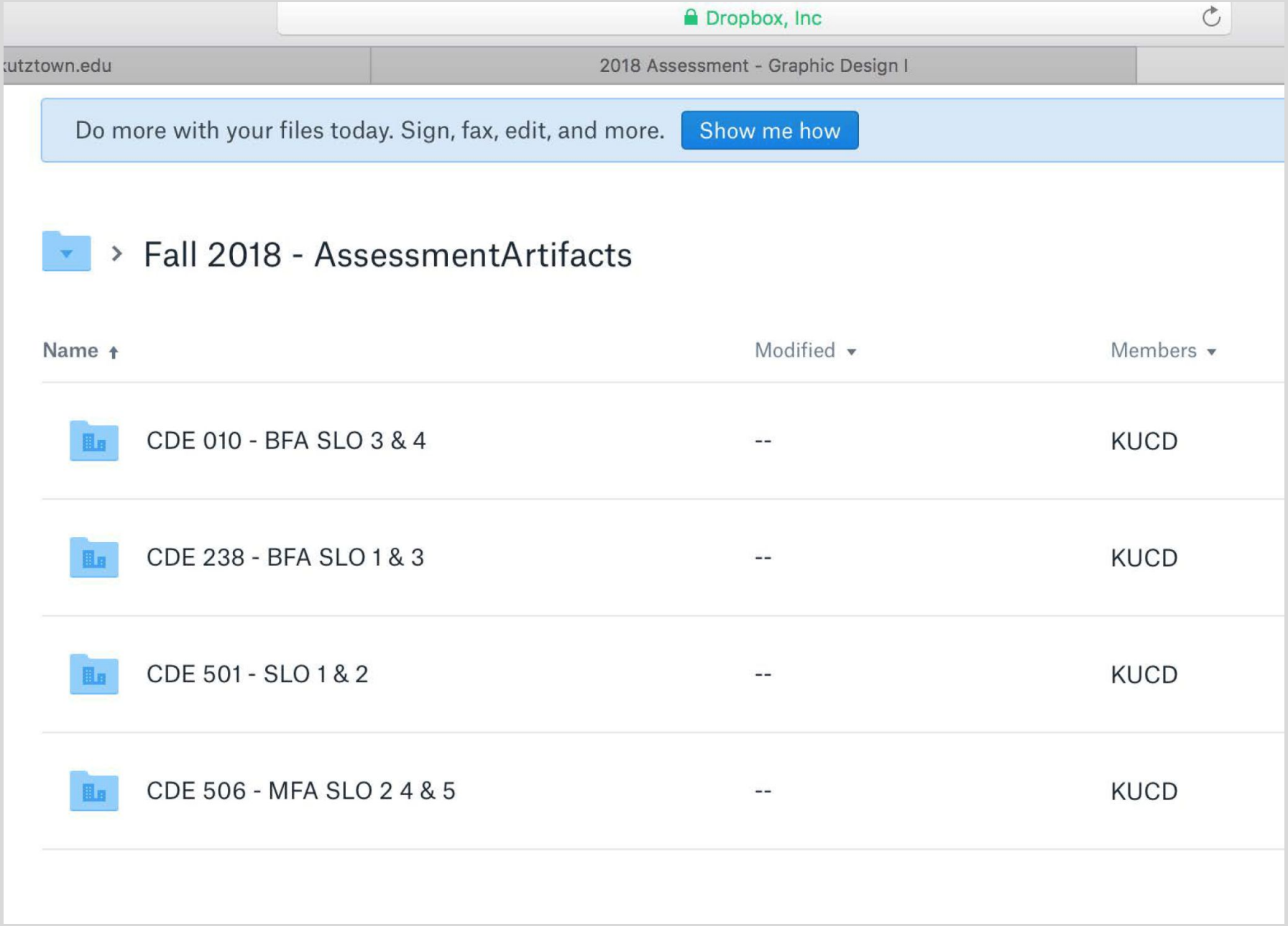
Learner Evaluation		Avg. = 1.65 / 2 (82.50%)

Assessment 8 Case Study SPU317

Case Study		Avg. = 1.73 / 2 (86.50%)

Communication Design Department

- ❑ Process for administration
- ❑ Program used for collecting student artifacts


Dropbox, Inc
utztown.edu
2018 Assessment - Graphic Design I
Do more with your files today. Sign, fax, edit, and more.
Show me how
Fall 2018 - AssessmentArtifacts
Name
Modified
Members
CDE 010 - BFA SLO 3 & 4
--
KUCD
CDE 238 - BFA SLO 1 & 3
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KUCD
CDE 501 - SLO 1 & 2
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KUCD
CDE 506 - MFA SLO 2 4 & 5
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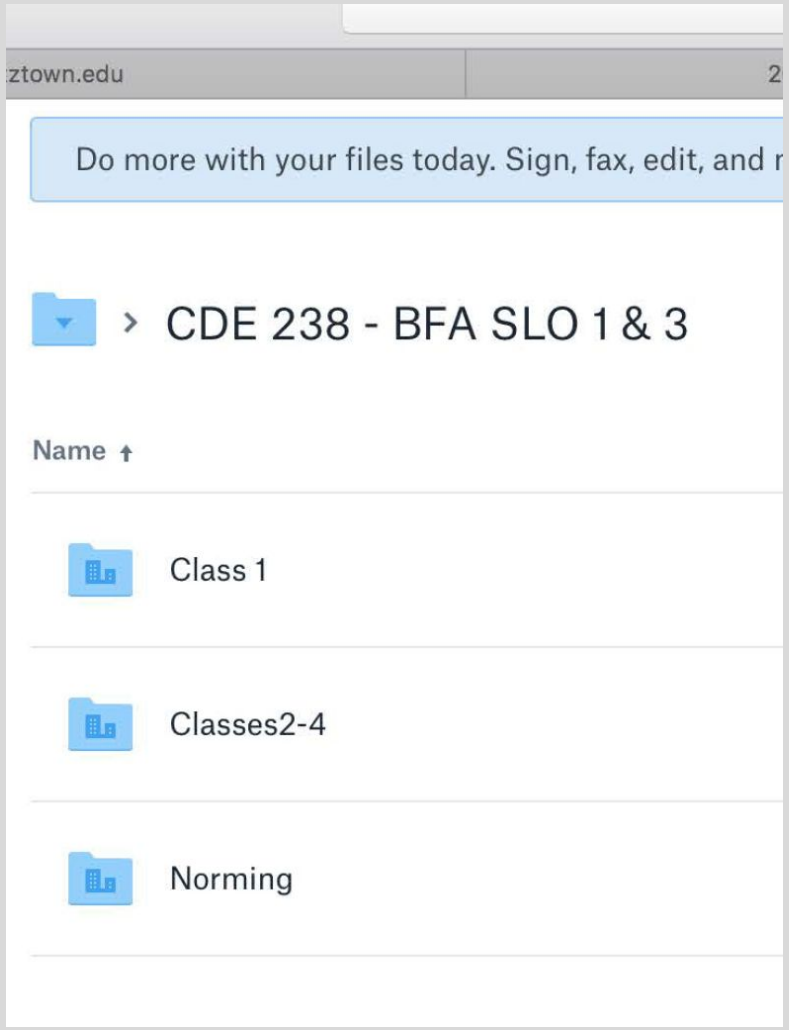
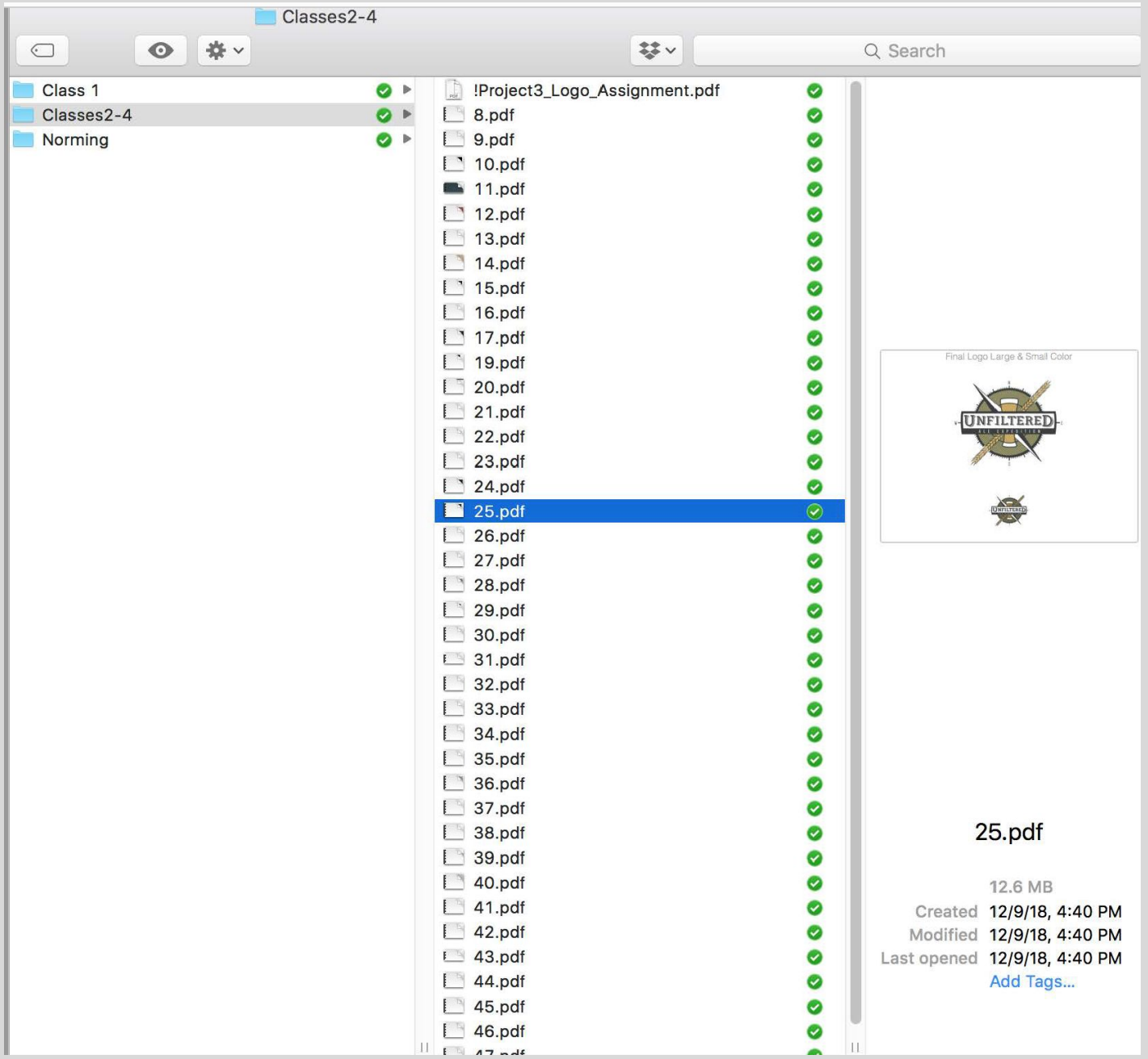
KUCD


ztown.edu
Do more with your files today. Sign, fax, edit, and
CDE 238 - BFA SLO 1 & 3
Name
Class 1
Classes2-4
Norming


Classes2-4
Search
Class 1
Classes2-4
Norming
!Project3_Logo_Assignment.pdf
8.pdf
9.pdf
10.pdf
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12.pdf
13.pdf
14.pdf
15.pdf
16.pdf
17.pdf
19.pdf
20.pdf
21.pdf
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46.pdf
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UNFILTERED
25.pdf
12.6 MB
Created 12/9/18, 4:40 PM
Modified 12/9/18, 4:40 PM
Last opened 12/9/18, 4:40 PM
Add Tags...

Company Logo Research

Name: Trail Angels

Owner: Rita McCoy, Founder, Owner

What do they do: Provide service for hikers

What makes them unique: Customizable hike planning experience

When: 2010

Where: Port Angeles, WA

Contact: Online Application, email, phone

Phone: 360 354 1974

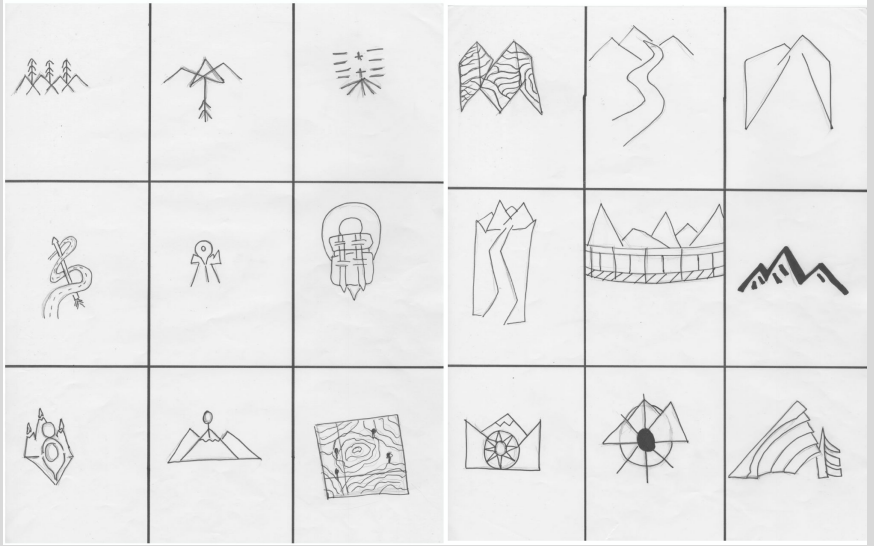
Cell: 360 738 5932

Web: trailangels.com

E-Mail: trailangels@gmail.com

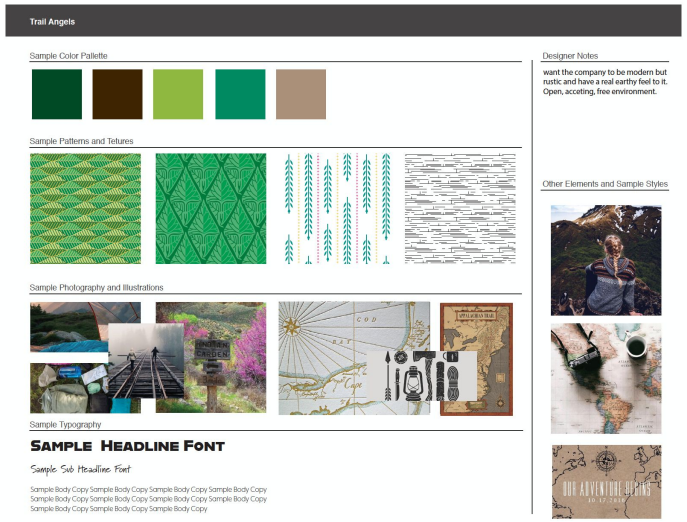
Hashtags: #StopHikerHunger

Logo Thumbnails in Consecutive Order

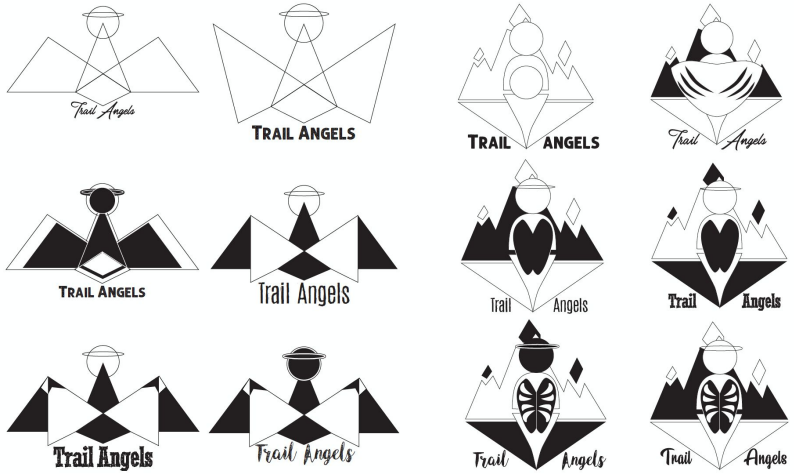


Logo Roughs in Consecutive Order

Company Logo Research



Logo Roughs in Consecutive Order

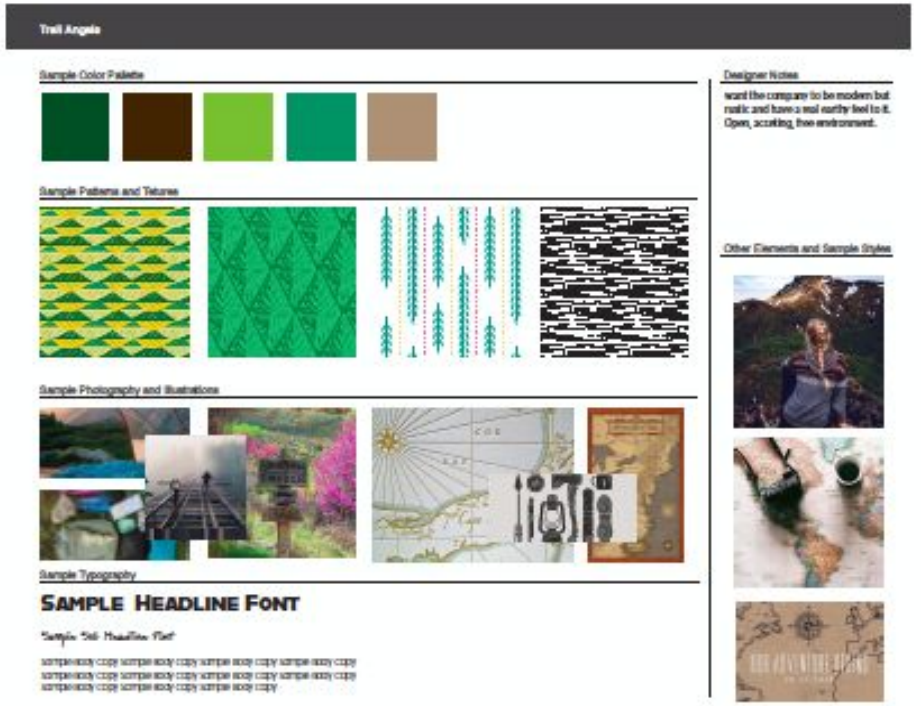


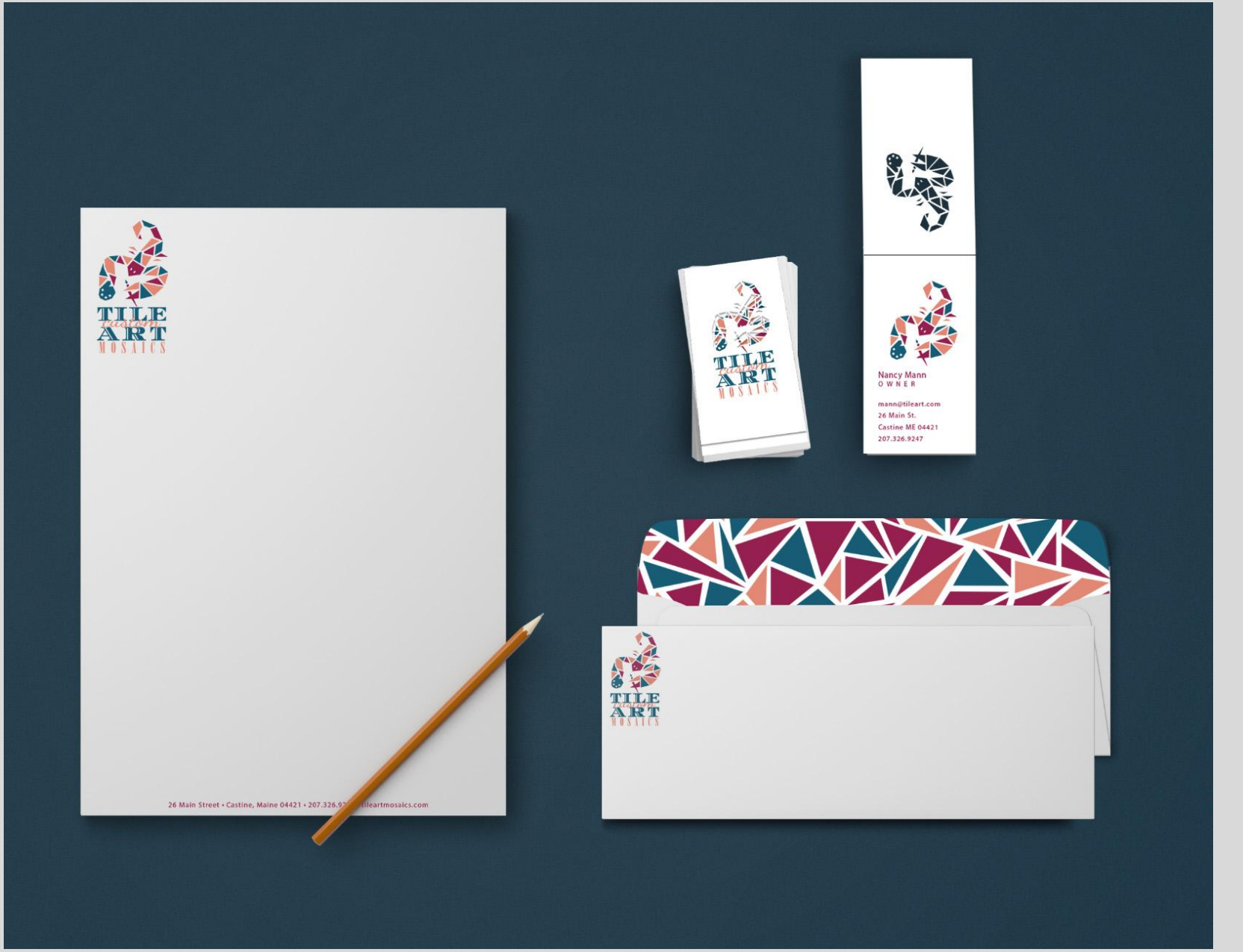
Final Logo Large & Small

Company Logo Research

Unfiltered Ale Expedition is a specialized beer tour company that makes the necessary arrangements for travelers to visit some of the oldest pubs in the world. It is an eight-day trip that takes you to the ancestral homes of many ancient pubs throughout the world, all while you can drink, learn, and explore the whatever you choose!

Company Logo Research




TILE
creative
ART
MOSAICS
26 Main Street • Castine, Maine 04421 • 207.326.9
tileartmosaics.com
Nancy Mann
OWNER
mann@tileart.com
26 Main St.
Castine ME 04421
207.326.9247

Discussion

Other programs used for collecting artifacts?

Scoring

Department of Special Education

- ❑ Scoring process
- ❑ How reliability addressed
- ❑ Lessons learned

Evaluate/Score Work

Area : Assessment 5 - SPU 392/393: Learner Evaluation
Author: Anne Brawand (Kutztown Student ID: I am faculty)
Work Submitted : 11/17/2015 03:38:01 PM (EST)

The program creator added the following instructions to help guide your evaluation:

Evaluate work using rubric "SPU Assessment 5 Learner Evaluation Rubric"

Print Rubric

Show Criteria Descriptions

	2 Exceeds Expectations	**1** Meeting Expectations	**0** Inconsistently Meets
Learner evaluation **CEC Standard 4 Assessment 4.0, & 4.3** **ISCI 4 K1-K5** **ISCI 4 S7 & S8** **B&VIS1-S5**	The teacher candidate in collaboration with colleagues and families consistently uses a variety of assessment and data sources in making educational decisions about individuals with visual impairments.	The teacher candidate in collaboration with colleagues and families uses appropriate methods of assessment and data sources in making educational decisions about individuals with visual impairments.	The teacher candidate does not use methods of assessment and data sources in making educational decisions about individuals with visual impairments.

SCORE

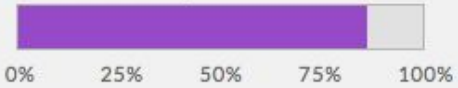
Select
2
1
0

COMMENTS ON THIS CRITERION:

	2 Exceeds Expectations	**1** Meeting Expectations	**0** Inconsistently Meets
Assessment design **CEC Standard 4 Assessment 4.1** **ISCI 4 S1-S9** **B&VI4S1-5**	The teacher candidate selects and uses a wide range of technically sound formal and informal assessments that minimize bias.	The teacher candidate selects and uses technically sound formal and informal assessments that minimize bias.	The teacher candidate inappropriately selects formal and informal assessments and fails to minimize bias.

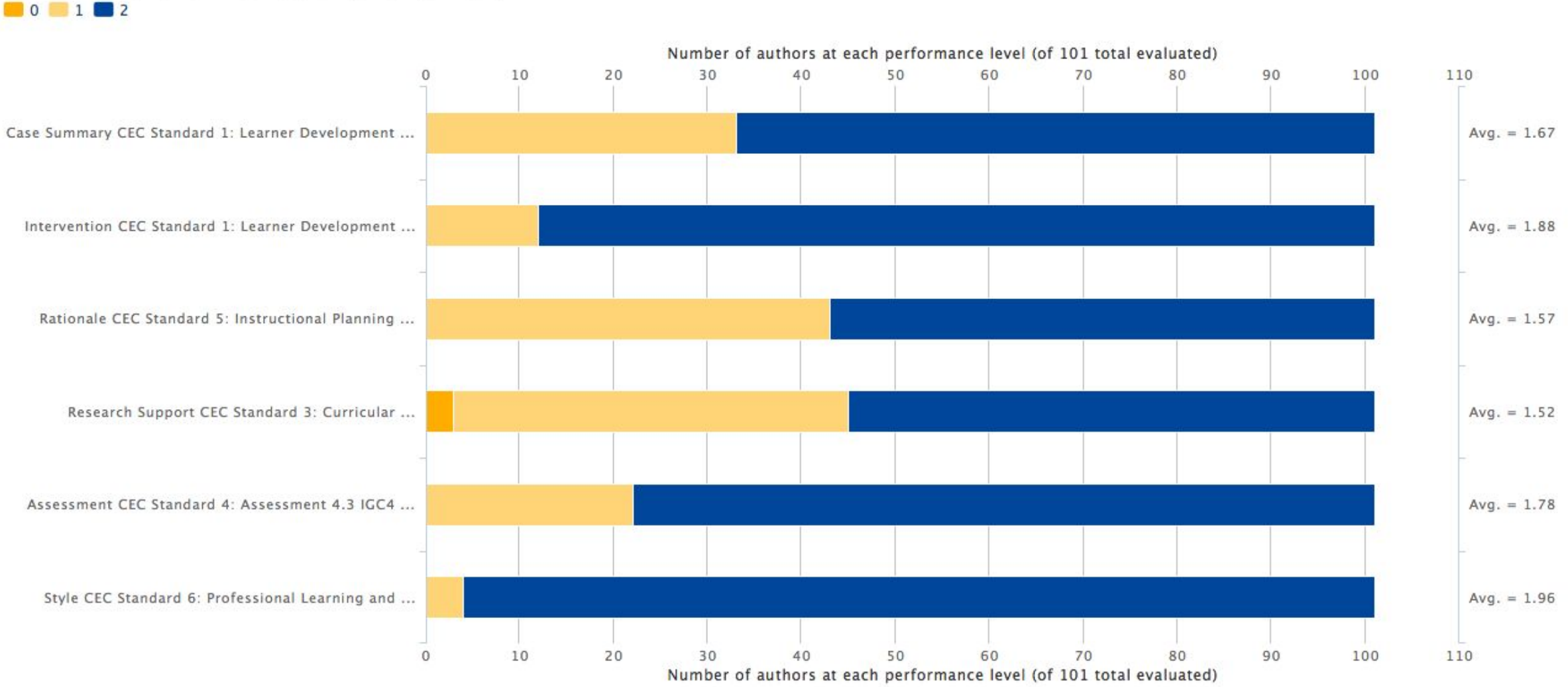
Rubric: SPU Assessment 8 Case Study (11/15)
Final Score Method: Average Rubric Score
Authors Evaluated: 101
Highest Final Score: 2.00
Lowest Final Score: 0.83

Results for Group



Avg. = 1.73 / 2 (86.50%)

Performance Level Distribution (click to filter)



Communication Design Department

- ❑ Scoring process
- ❑ Reliability scored in teams
- ❑ Lessons learned

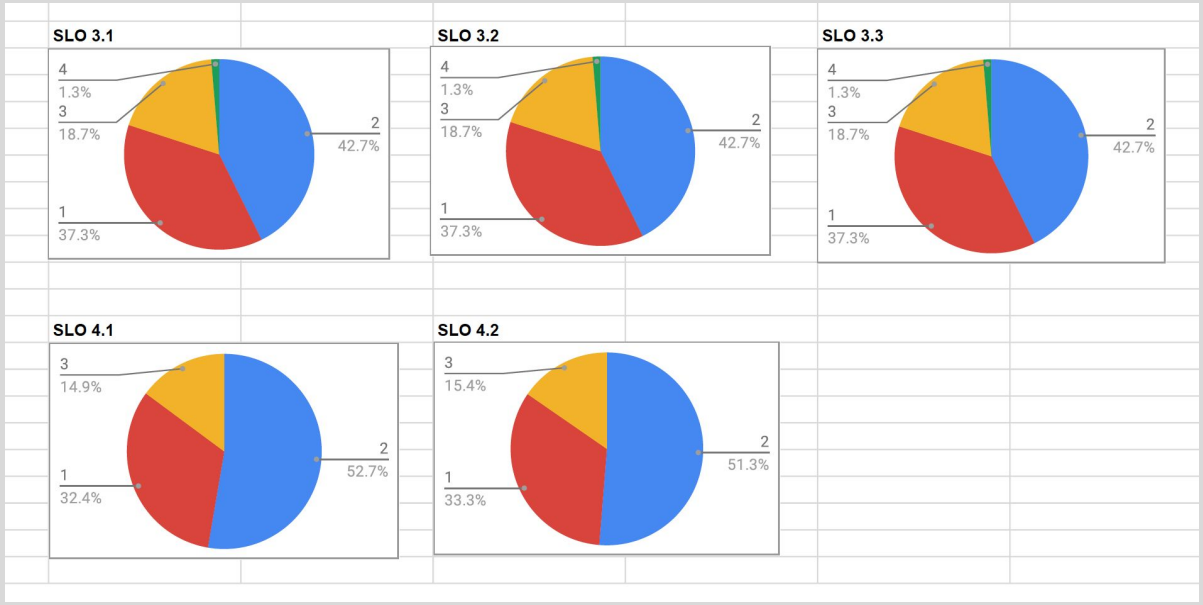
SLO 1 - DEVELOPMENT

SLO 1.1 *

Student Learning Outcome 1 - Solve communication problems thr
Description: Research and development includes the skills of problem analysis, generation of alternative solutions, prototyping and user testi

4 Expert	3 Accomplished	
• Shows clear evidence of a deep, insightful understanding of the communication problems by being independently, conscientiously, and thoroughly engaged in the problem solving process	• Demonstrates a solid understanding of the communication problems by working consistently and with purpose toward the goal	• D s p g

Choose



2018 Assessment - Graphic Design I

* Required

Artifact Name *

Your answer

SLO 1 - DEVELOPMENT

SLO 1.1 *

Student Learning Outcome 1 - Solve communication problems through research and development.
Description: Research and development includes the skills of problem identification, research and information gathering, analysis, generation of alternative solutions, prototyping and user testing, and/or evaluation of outcomes

4 Expert	3 Accomplished	2 Emerging	1 Novice
• Shows clear evidence of a deep, insightful understanding of the communication problems by being independently, conscientiously, and thoroughly engaged in the problem solving process	• Demonstrates a solid understanding of the communication problems by working consistently and with purpose toward the goal	• Demonstrates a basic understanding of the communication problems. Sufficient enough to generate productive solutions	• Shows little understanding of the main communication problem

Choose

4

3

2

1

come 1 - Solve communication problems through research and development.
and development includes the skills of problem identification, research and information gathering, alternative solutions, prototyping and user testing, and/or evaluation of outcomes

	3 Accomplished	2 Emerging	1 Novice
ence to problem process by producing a plethora of unique/ novel solutions	• Shows steady work toward a problem solution and engages in the analytic process to produce successful solutions.	• Demonstrates consistent work toward a problem solution. Uses some analysis to develop solutions.	• Spends a nominal amount of effort on the problem solving process and creates minimally informed solutions

Artifact Name	SLO 1.1	SLO 1.2	SLO 3.1	SLO 3.2	SLO 3.3	Comments
8	2	2	2	2	2	Expected combo of elements. Not enough research shown.
9	3	3	3	2	2	Final seems good not expert. Research seemed closer to what we needed to assess. Lots of ideas in the sketches evident.
10	2	1	1	1	1	Final wasn't as successful as round prior. Perhaps computer skills issue. Overall concept felt one note with the Satan symbols. Research materials shown lacking.
11	2	1	1	1	1	Very standard from start to finish. Research obviously not in-depth. Final logo couldn't tell what the company was about.
12	2	2	3	3	3	Although we didn't see a ton of proof for research you could tell it was done. The final is successful.

Final seems good but not “expert”. Research seemed closer to what we needed to assess. Lots of ideas in the sketches were evident.

Program SLO Assessment Plan

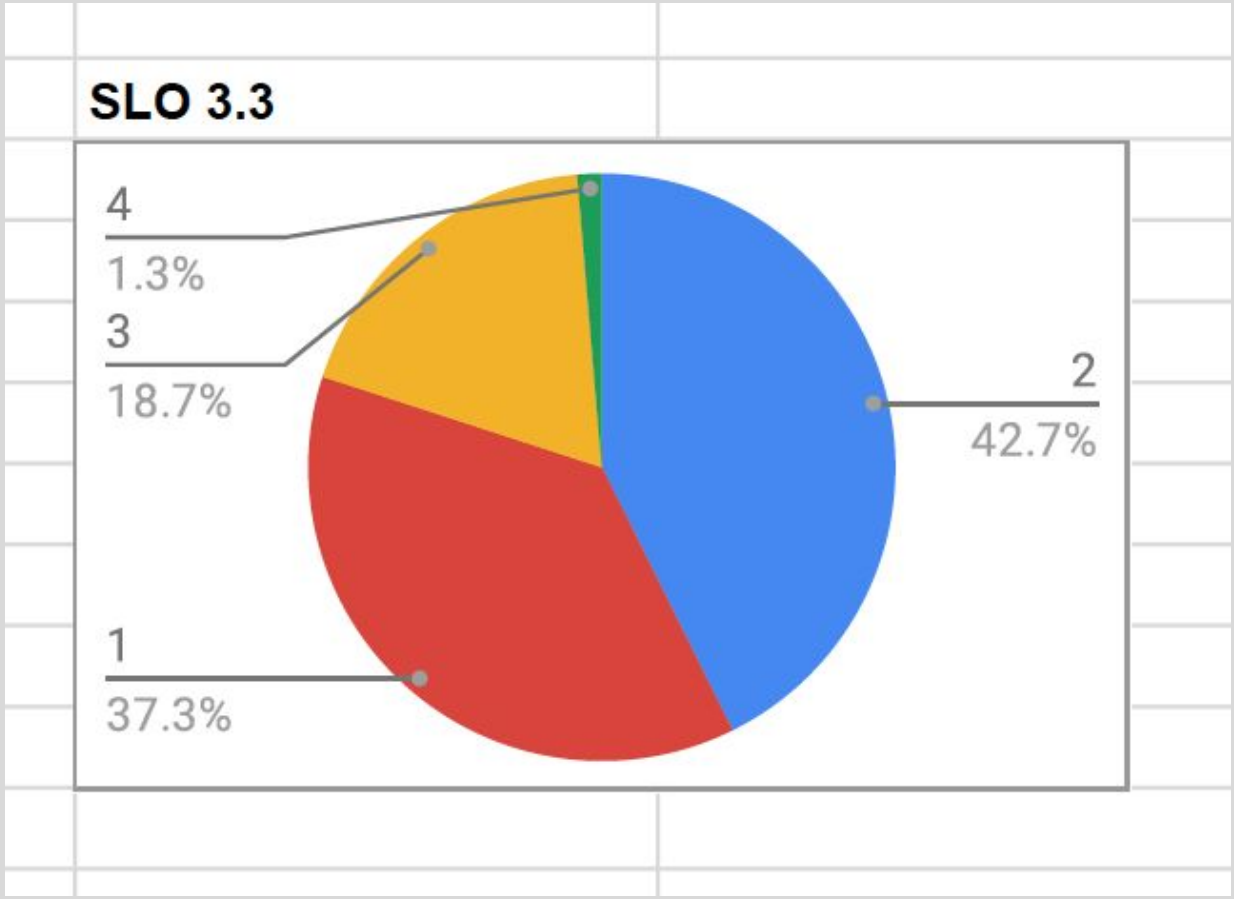
INSTRUMENT: Logo

Project: Final Logo including development portfolio

METHOD: Collected artifacts will be reviewed by a team of faculty using an assessment rubric. All course artifacts will be assessed.

SUCCESS CRITERIA: At least 75% of students being assessed as 3 or higher

Program SLO Assessment Plan



22.4% (10) of the students' artifacts were assessed as at a 3 or higher. 51.4% (27) were assessed at a 2, and 24.6% (12) were at a 1. **These results are significantly lower the originally stated success criteria.** Observations are documented within the qualitative assessment team responses regarding success criteria expectations, rubric wording and assessment artifact presentations and are addressed in the Response to Data.

Discussion

Share scoring methods in groups.

Analyzing Results

Department of Special Education

- ❑ Process
- ❑ Reporting of results
- ❑ Examples

Assessment 2 Results (Spring 2018)

Module 1 average: **76.64%** (33 students)
Module 2 average: **74.12%** (34 students)

CEC Domain	Standard	MODULE	Question(s) > 75% missed
1: Learner Development and Individual Differences			
	1.1) Cultural influence	**2**	10, 25, 29
	1.2)Understanding of Development	1	11, 12, 13,37
		2	31
2: Learning Environments			
	2.1) Culturally responsive	**2**	3
	2.2) Interventions for adapting to environment	**2**	1
	2.3) Crisis Intervention	**2**	4
3: Curricular Content	*3.1)Learning progressions*	**2**	25
	3.2) Content Knowledge	**2**	27, 28, 39
	3.3) Modifications		
4: Assessment			
	4.1) Use of Assessments	1	26, 32
	4.2) Interpret Results	1	28
	4.3*) Types of Assessment*	1	28
5: Instructional Planning and Strategies			
	5.1) Consider individual's abilities	1	19, 35, 37, 43, 44
		2	35
	5.3) Assistive Technology		
		2	12
	5.4) Strategies (Language)	**2**	13,19, 24
	5.5) Education and Transition Plans	1	10, 42, 45
	5.6) Mastery/Generalization	1	45
		2	34, 38
	5.7) Critical thinking skills	**2**	34

Data Analysis

- Across the first two semesters, the majority of teacher candidates exceeded expectations in most areas. With the exception of the present levels of education performance and goals and objectives sections, scores increased in each area between the first two semesters, showing a general trend towards improvement of teacher candidates in the program as demonstrated by this assessment.
- This suggested that the students needed more practice interpreting assessment data to provide performance for present levels as well as additional instruction in development of goals and objectives.
- Teacher candidates are enrolled in the second assessment course (SPU 317) simultaneously while completing this project, so SPU 317 now focuses on summarizing assessment data earlier in course to target this area.
- Additional instruction will continue in the area of writing goals and objectives in SPU 320. For the Fall 2016 semester, the majority of teacher candidates moved from "exceeds" to "meets expectations" in all areas, this was a result of a department initiative to clarify the "exceeds" category to mean going above and beyond.
- The new instructor of the course implemented this initiative resulting in less teacher candidates exceeding expectations. There will continue to be department discussion and training on examples of each rubric category.

Dispositions 1, Spring 2018
One Sheet Data Summary

Total Number Surveyed: 107
Percentage of Students "Met:" 99%

Disposition Rubric Category Scores:
(2 = target, 1 = acceptable, 0= not acceptable):
Professional Communication: 1.34
Interpersonal Skills: 1.36
Reflective Wisdom: 1.44
Cultural Awareness: 1.47
Critical Thinking: 1.43
Average Rubric Score: 1.41

Interpretation of results:
Although still at the "acceptable" level, it makes sense that students are strongest in the areas of reflection, cultural awareness, and critical thinking at the time of this assessment. Most students are in or approaching their junior year and have had more instruction and application related to these areas.

Possible areas for growth according to rubric categories:
It is expected that communication and interpersonal skills will improve as the students experience more collaboration in their upper level courses and culminating field placements.

Communication Design Department

- ❑ Process
- ❑ Reporting of results
- ❑ Examples

Discussion

Logistics: *How* can this happen?
When are results shared with department?
Retreats? Monthly faculty meetings?

Making Data-Based Decisions

Department of Special Education

- ❑ Responding to data
- ❑ Examples

Pennsylvania Educator Certification Practice Test- DATA ANALYSIS

*Results for Spring 2016 indicated that **reading interventions** and **cultural influence** were areas where greater than 75% of the teacher candidates had multiple items incorrect.*

- The faculty used this data to emphasize areas of focus in **course instruction.**
- The use of **cumulative assessments** in courses was also discussed in order for teacher candidates to better retain course information.

Fall 2016 results indicate that teacher candidates continue to have difficulty answering questions related to cultural influence as reading and mathematics interventions.

- The faculty discussed focusing on **applications with content** in applicable courses using **specific disabilities** similar to the practice assessment questions provided.
- It was also recommended that the faculty continue to bring in **diversity's impact on education** through applications and **case studies.**

COE Assessment Retreat 1/25/19

Summary of Department Discussions: **ELL Focus**

Elem Ed:

- Define ELL/common language
- Cohort for training/ PD
- Increase **field experience** (more ELL)
- **Course mapping**

LLT:

- Have students take **EDU 150**
- Learn ELL standards
- Include ELL technology in courses
- Add **fieldwork** in ELL settings

Sec Ed:

- Short term- have student consider ELL minor
- Make **EDU 150** candidacy elective
- Long-term- graduate program with Masters program/certification

Special Ed:

- Hire faculty with ELL expertise (tenure-track lines)
- Long-term- **ELL course**
- Short-term- training modules for faculty or to embed in courses (IU has)

Communication Design Department

- Responding to data
- Examples

Why lower scores than expected?

Qualitative feedback on the artifacts indicates that the assessment team needed to see more development from beginning to end to properly assess research and development, and to make a connection to the final logo concept execution. They found it difficult to relate the work to the rubric with the limited artifact presentation.

In addition to more development needed to assess some wording of the rubrics need slight adjustment to be more consistent within each level. The main word in question is innovative.

The Department Assessment Committee reviewed these findings and spoke with the assessment team and came to the conclusion that due to the highly subjective nature of our discipline that departmental training sessions would be helpful to inform norming standards and establish assessment review guidelines. This course will be assessed again in Fall 2019.

We have a department norming training session scheduled for next month.

Application Activity

Goal- Generate list of multiple ideas of how to improve programs based on data

1) Review actions for Goal #3 (Diversity); *Objective 1 from institutional assessment report provided.*
2) Select **1 action** to use for activity.
3) **Determine 3 ways to target that action**

Goal #3 (Diversity)

Objective 1 Mirror the diversity of the region within the campus community

Action 1: Increase the diversity of the faculty through establishing fellowships and **programs** that bring faculty from diverse backgrounds to campus for extended periods.
Action 2: Increase the diversity of the student body, faculty, and staff by strengthening multi-cultural **programming.**
Action 3: Increase the diversity of the student body by developing enhanced **programs** to recruit veterans and military personnel and serve their unique needs.
Action 4: Increase the diversity of the student body by developing special **programs** to support female students in STEM areas.
Action 5: Increase the internationalization of the campus community.

THANK YOU