

**Schools of Education
Learning Collaborative**

***Making Use of Assessment Data:
Trends, Benchmarks, and Current Practices***

***Eduventures Annual Member Meeting
June 12, 2012***

Why Assessment? And Why Now?

- *Why assessment?*
 - Almost all SOEs today face increased pressure from the government, media, and general public to demonstrate measurable outcomes. Additionally, many IHEs and SOEs feel that accreditation processes are reaching new highs in cost and resource drain.
- *Why now?*
 - Eduventures wanted to take advantage of this rare opportunity (i.e., having so many deans and directors in one room) to share some findings from our extensive survey and engage in a real-time conversation about the trends, benchmarks and best practices in the collection and use of assessment data.

•Research

- The survey instrument that collected the data for this report was designed by Eduventures analysts with support from SOE-LC members.
- The survey was opened in November 2011, and left open until January 31, 2012 to accommodate the busy time of year, as well as the detailed nature of the data requested. We conducted two formal—and multiple informal—rounds of outreach.
- 42 respondents completed the survey, and this report captures their answers.
- Eduventures partnered with AACTE for this survey. The survey was opened to AACTE's membership in addition to our own. This also means that AACTE will receive—and likely share—a copy of the survey report.

•Panelists

- Dr. Andy Horne** Dean, University of Georgia College of Education
- Dr. Mark Shermis** Dean, University of Akron College of Education
- Dr. Mike Sayler** Senior Associate Dean, University of North Texas College of Education
- Dr. Barbara Buckner**, Dean, Columbus State University College of Education and Health Professions

Main Takeaways

- *Respondents feel that they are making significant changes to their assessment practices...but notably lack confidence that their SOE is able to gauge their alumni impact on P-12 student achievement.*

- How can we bridge this gap?

- *TaskStream, TK20, and “Home grown” systems are the most popular technologies to track student performance and outcomes data.*

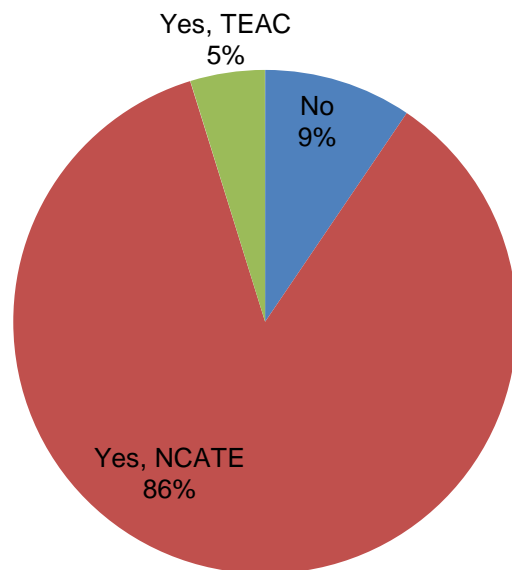
- What are the benefits and drawbacks of using a commercial system?
What are the benefits and drawbacks of creating your own system?

- *Money might buy satisfaction. Respondents who indicated higher satisfaction with their assessment processes also spent more, overall, on assessment in both accreditation and non-accreditation years; however, they also spent less on third-party technology.*

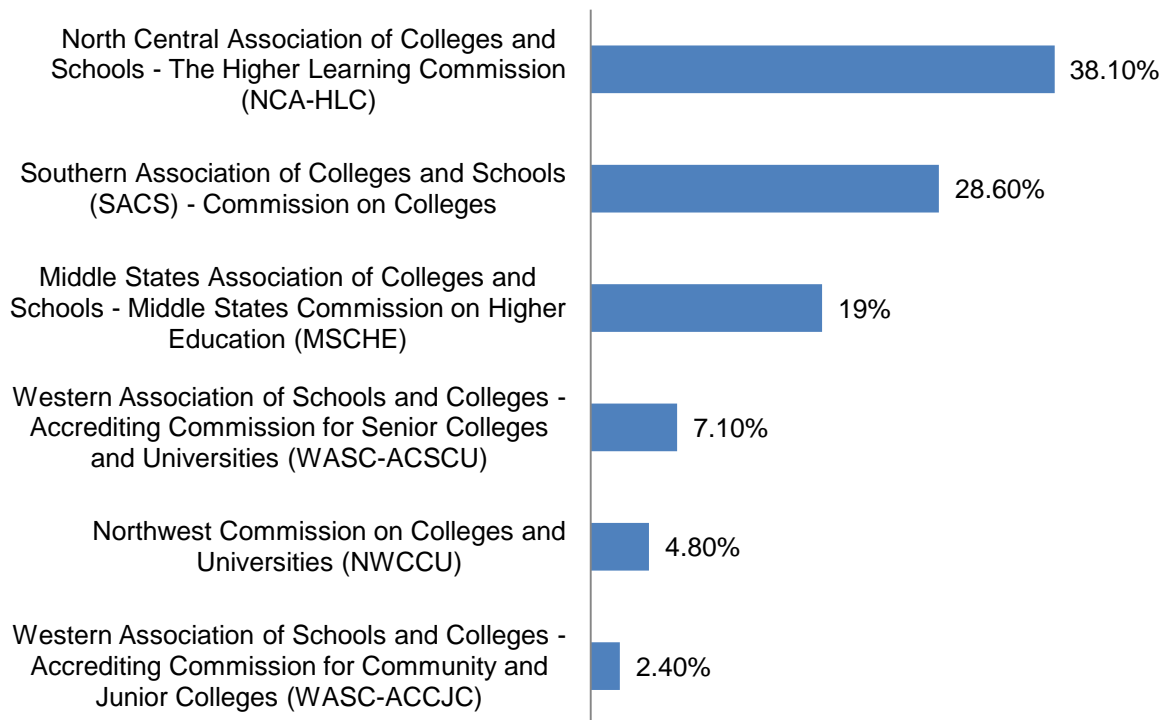
- Is this cognitive dissonance? Or can a greater investment (e.g., technology, employees) actually yield better results?

- Trends
- Benchmarks
- Current Practices

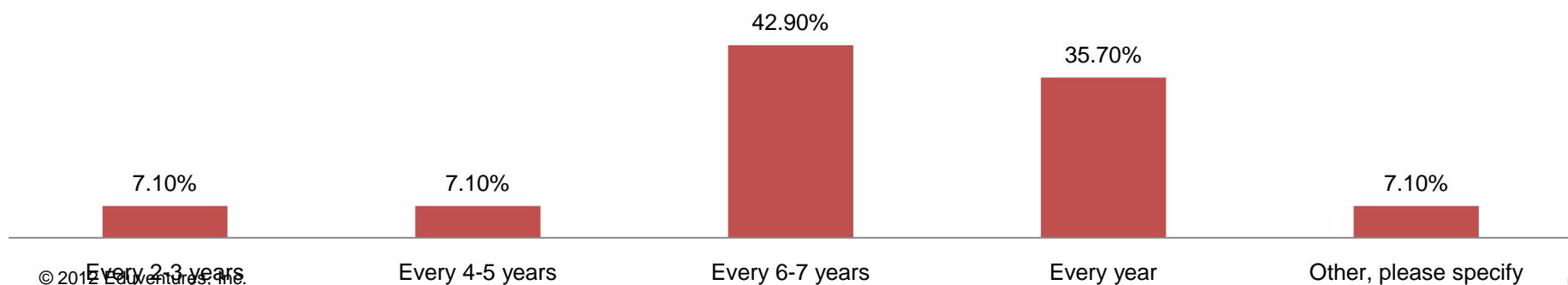
Is Your SOE currently accredited by NCATE or TEAC?



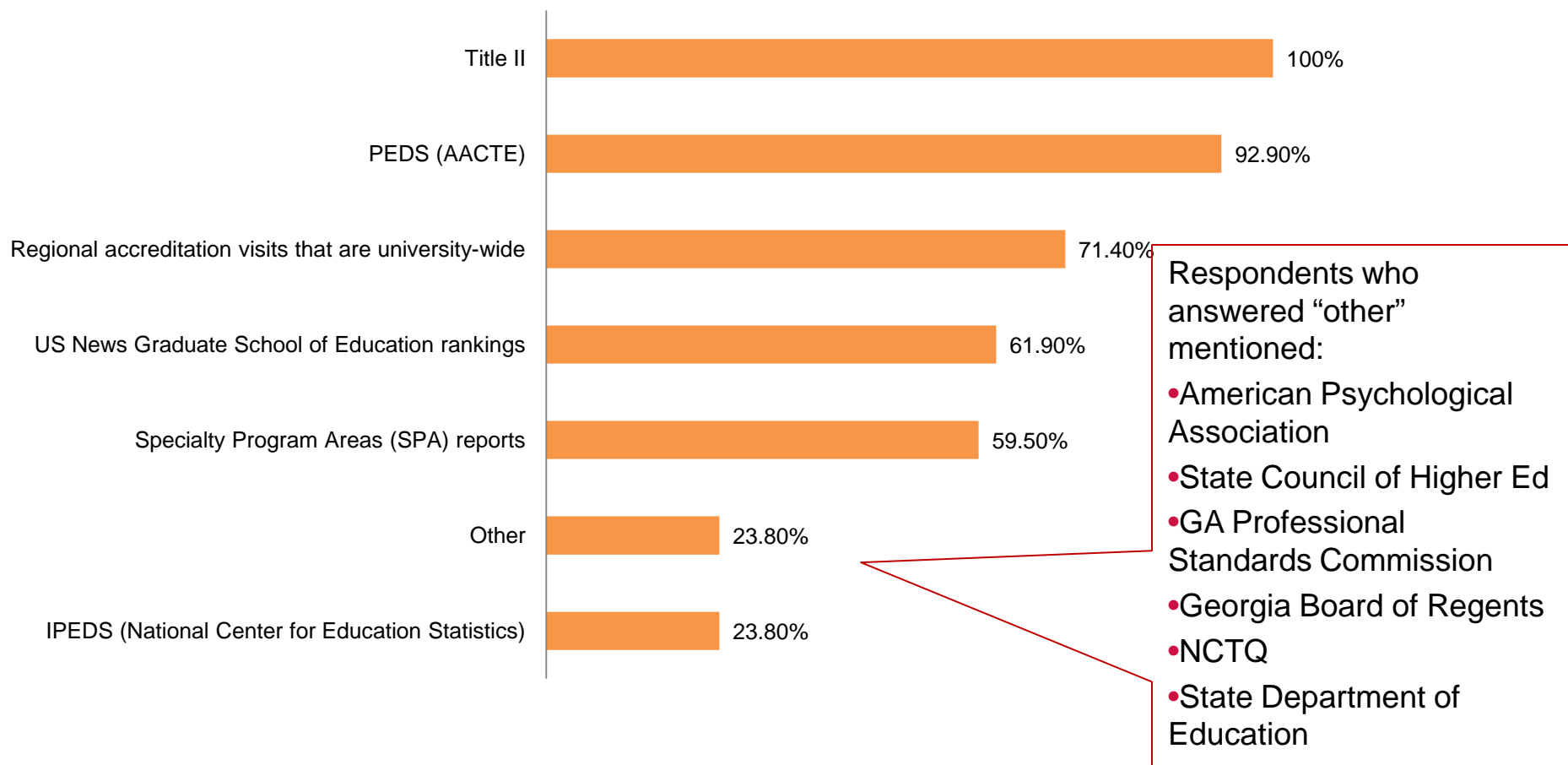
Which of the Following Organizations Regionally Accredits Your Institution?



At What Interval Do You Have to Submit Information to Your State?



Of the Following Data Collection Efforts for SOEs, Which is your School Responsible For?



Only 16.7% of respondents said they outsource the collection or analysis of assessment data to a third party organization.

71.4% of respondents have a “Director of Assessment” or an “Associate/Assistant Dean for Assessment” or the Equivalent

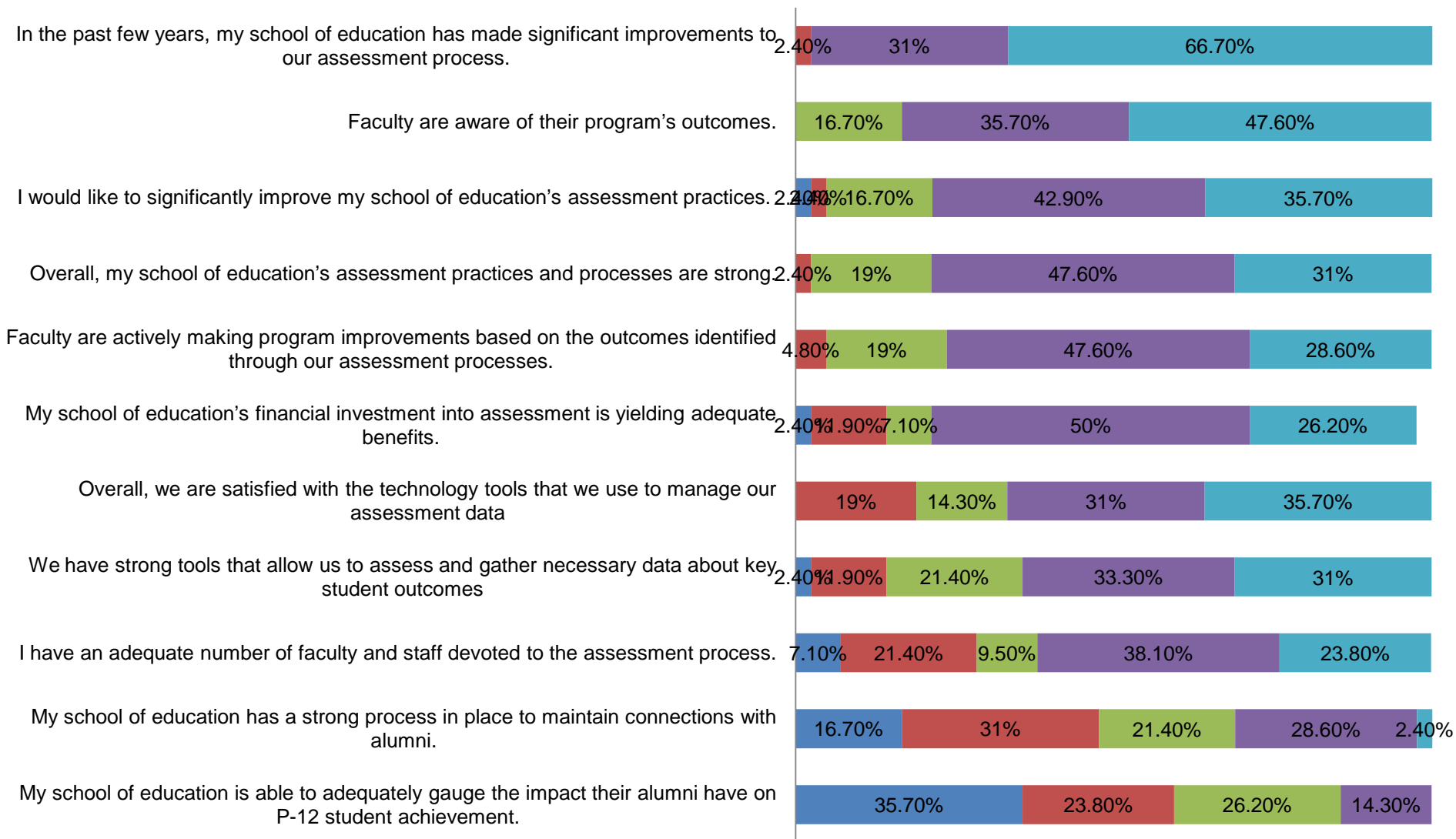
57.1% of those positions are full-time.

Among institutions without the position, an Associate/Assistant Dean for Teacher Ed is most likely to take the lead.

| | Non-Accreditation Year, Overall Average | Accreditation Year, Overall Average |
|---|---|-------------------------------------|
| Total Assessment Costs | \$165, 198 | \$230,450 |
| H.R. Costs (e.g., salary and benefits for faculty, staff, or assistants devoted to assessment | \$154,251 | \$205,402 |
| Cost of third-party systems, resources of software | \$12,138 | \$10,710 |

Perceived Success and Challenges

1 - Strongly Disagree 2 3 4 5 - Strongly Agree

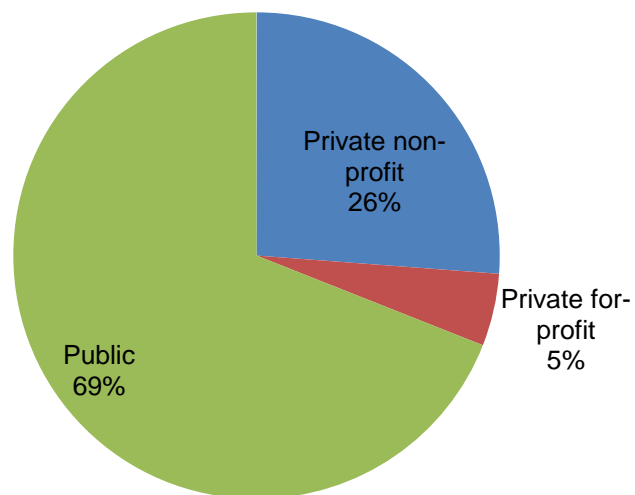


- Trends

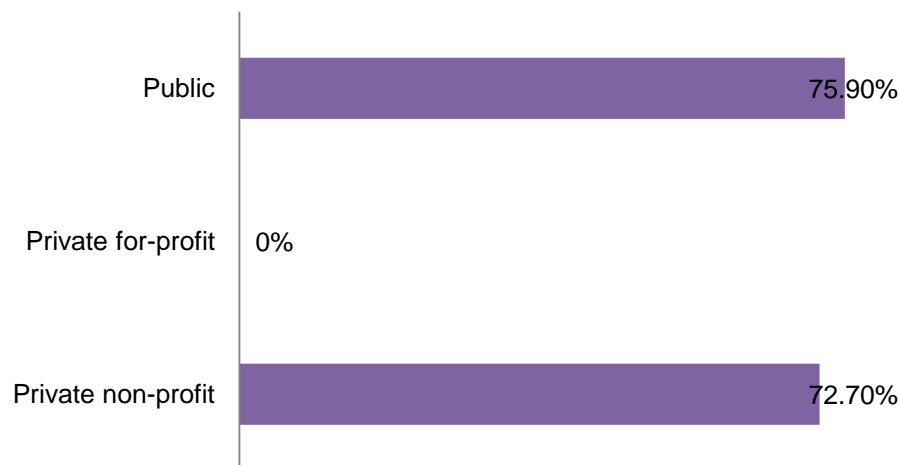
- Benchmarks

- Current Practices

Respondents' Tax Status



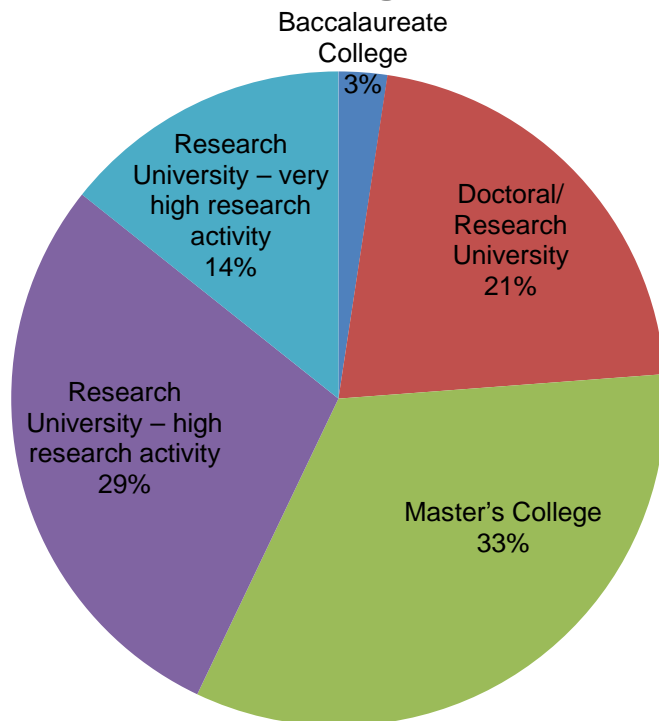
Respondents With a Director/Dean of Assessment



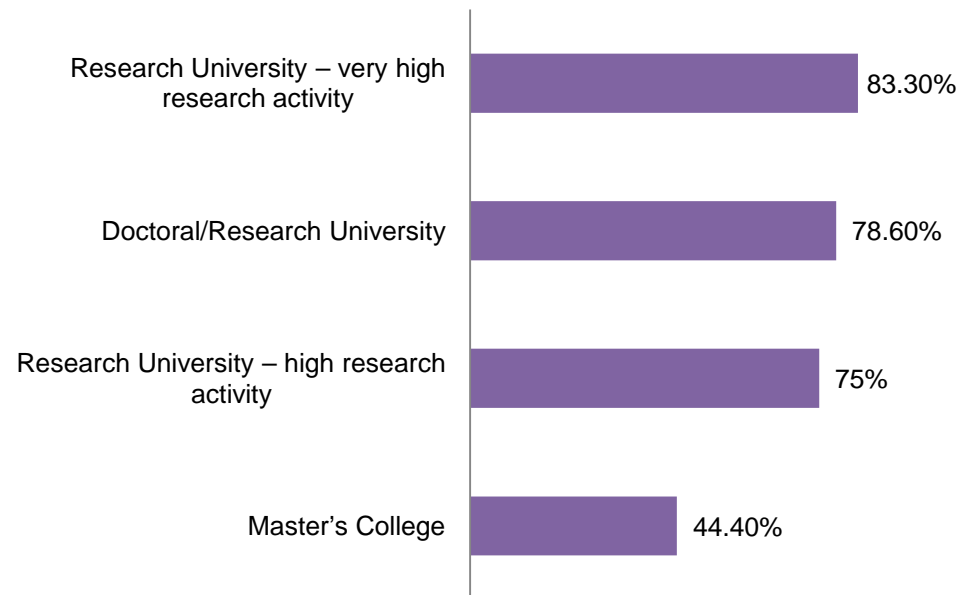
Average Program Completers, AY 2010-2011

| | Private, non-profit | Private, for-profit | Public |
|---|---------------------|---------------------|--------|
| Initial Teacher Licensure Program | 256 | 609 | 381 |
| Undergraduate (all programs within SOE) | 44 | 175 | 290 |
| Graduate (all programs within SOE) | 276 | 436 | 163 |

Respondents' Carnegie Classification



Respondents With a Director/Dean of Assessment

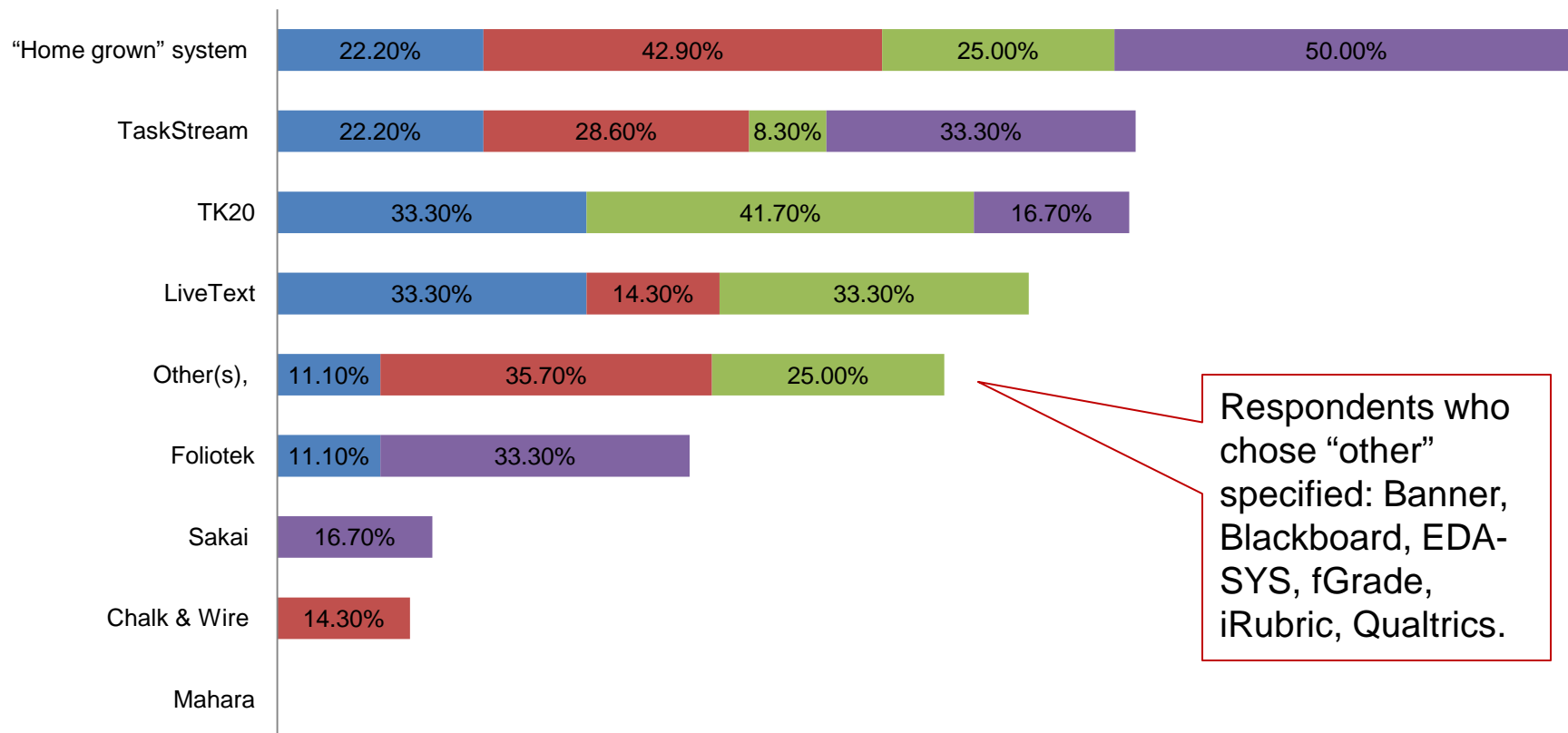


Average Program Completers, AY 2010-2011

| | Master's | Doctoral/ Research | High Research | Very High Research |
|---|----------|-----------------------|---------------|-----------------------|
| Initial Teacher Licensure Program | 285 | 549 | 225 | 342 |
| Undergraduate (all programs within SOE) | 141 | 357 | 298 | 237 |
| Graduate (all programs within SOE) | 178 | 243 | 192 | 264 |

Which of the Following Systems Does Your School of Education Use to Track Student Performance and Outcomes Data? (Respondents Could Select All that Apply)

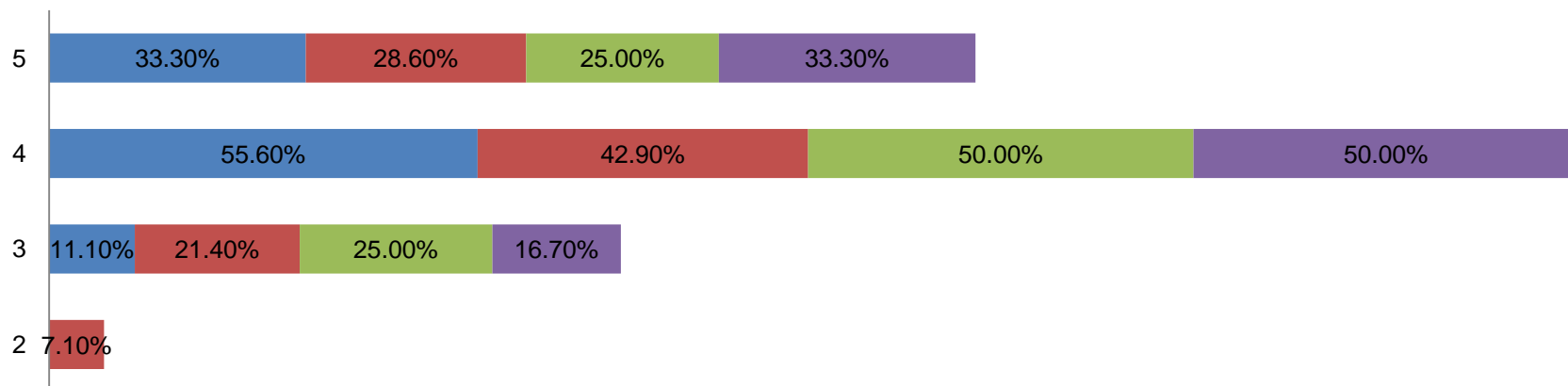
■ Doctoral/Research University ■ Master's College ■ Research University – high research activity ■ Research University – very high research activity



As a point of reference, TaskStream was most popular among private, non-profit respondents (45.5%), and "home grown" was most popular among public institutions (34.5%).

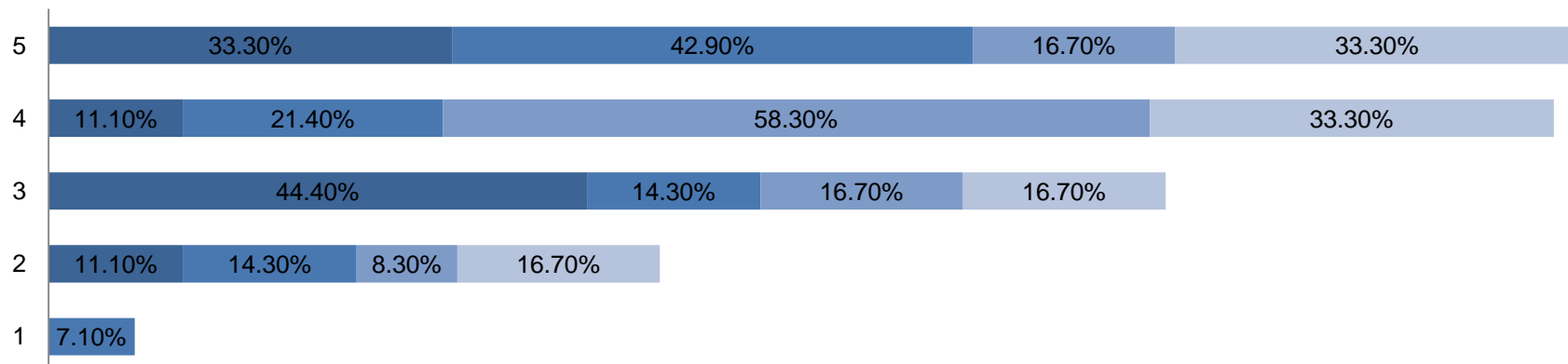
**Overall, my school of education's assessment practices and processes are strong.
(1 = Strongly Disagree; 5 = Strongly Agree)**

■ Doctoral/Research University ■ Master's College ■ Research University – high research activity ■ Research University – very high research activity



We have strong tools that allow us to assess and gather necessary data about key student outcomes (1 = Strongly Disagree; 5 = Strongly Agree)

■ Doctoral/Research University ■ Master's College
■ Research University – high research activity ■ Research University – very high research activity



Benchmarks: Carnegie Classification

| Non-accreditation Year | Total Cost | HR Cost | Contractual Staff | Third-party systems/resources/ software | Home-grown System costs |
|---|---------------|---------------|-------------------|---|----------------------------|
| Master's College | \$ 138,695.60 | \$ 163,748.00 | \$ 5,200.00 | \$ 9,333.33 | \$ 5,083.33 |
| Doctoral/Research University | \$ 160,630.54 | \$ 104,002.00 | \$ 11,833.33 | \$ 12,199.60 | N/A |
| Research University - high research activity | \$ 165,876.43 | \$ 175,833.50 | \$ 11,000.00 | \$12,512.50 | \$ 12,700.00 |
| Research University - very high research activity | \$ 259,566.67 | \$ 213,925.00 | \$ 317,000.00 | \$ 0 | \$ 20,000.00 |

| Accreditation Year | Total Cost | HR Cost | Contractual Staff | Third-party systems/resources/ software | Home-grown System costs |
|---|---------------|---------------|-------------------|---|----------------------------|
| Master's College | \$ 156,069.89 | \$ 172,492.00 | \$ 25,625.00 | \$11,200.00 | \$ 5,083.33 |
| Doctoral/Research University | \$ 244,338.82 | \$ 204,294.85 | \$ 14,075.00 | \$13,749.50 | N/A |
| Research University - high research activity | \$ 267,321.43 | \$ 249,295.00 | \$ 11,666.67 | \$ 9,296.43 | \$13,000.00 |
| Research University - very high research activity | \$ 341,566.67 | \$ 250,233.33 | \$ 12,000.00 | \$ 6,000.00 | \$ 20,000.00 |

Average Cost* Per Completer in Non-Accreditation Year

| | Initial Teacher Cert. | Undergraduate | Graduate |
|---|-----------------------|---------------|-----------|
| Master's College | \$ 486.65 | \$ 983.66 | \$ 779.19 |
| Doctoral/Research University | \$ 292.48 | \$ 449.69 | \$ 662.12 |
| Research University - high research activity | \$ 737.23 | \$ 557.43 | \$ 862.01 |
| Research University - very high research activity | \$ 758.97 | \$1,093.37 | \$ 983.21 |

Average Cost* Per Completer in an Accreditation Year

| | Initial Teacher Cert. | Undergraduate | Graduate |
|---|-----------------------|---------------|-------------|
| Master's College | \$ 547.89 | \$ 1,109.50 | \$ 876.09 |
| Doctoral/Research University | \$ 444.90 | \$ 684.04 | \$1,007.17 |
| Research University - high research activity | \$1,188.09 | \$ 898.34 | \$ 1,389.20 |
| Research University - very high research activity | \$ 998.73 | \$1,438.78 | \$1,293.81 |

- Respondents who agreed with the statement “Overall, my SOE’s assessment practices and processes are strong” spent an average of **\$167,106 in a Non-Accreditation year** and **\$234, 851 in an Accreditation year** on total assessment costs.
 - Only one respondent who disagreed with the statement shared dollar values: \$162,000 for a non-accreditation year and \$227,000 for an accreditation year.

| | Total Cost, Non-Accreditation Year | Total Cost, Accreditation Year |
|---|------------------------------------|--------------------------------|
| <i>Agree: Overall, we are satisfied with the technology tools that we use to manage our assessment data.</i> | \$165,844 | \$231,330 |
| <i>Disagree: Overall, we are satisfied with the technology tools that we use to manage our assessment data.</i> | \$149,543 | \$205,966 |

N.B.: “Agree” encompasses respondents who indicated they agree or strongly agree.

“Disagree” encompasses respondents who indicated they disagree or strongly disagree.

| | Total Cost, Non-Accreditation Year | Total Cost, Accreditation Year |
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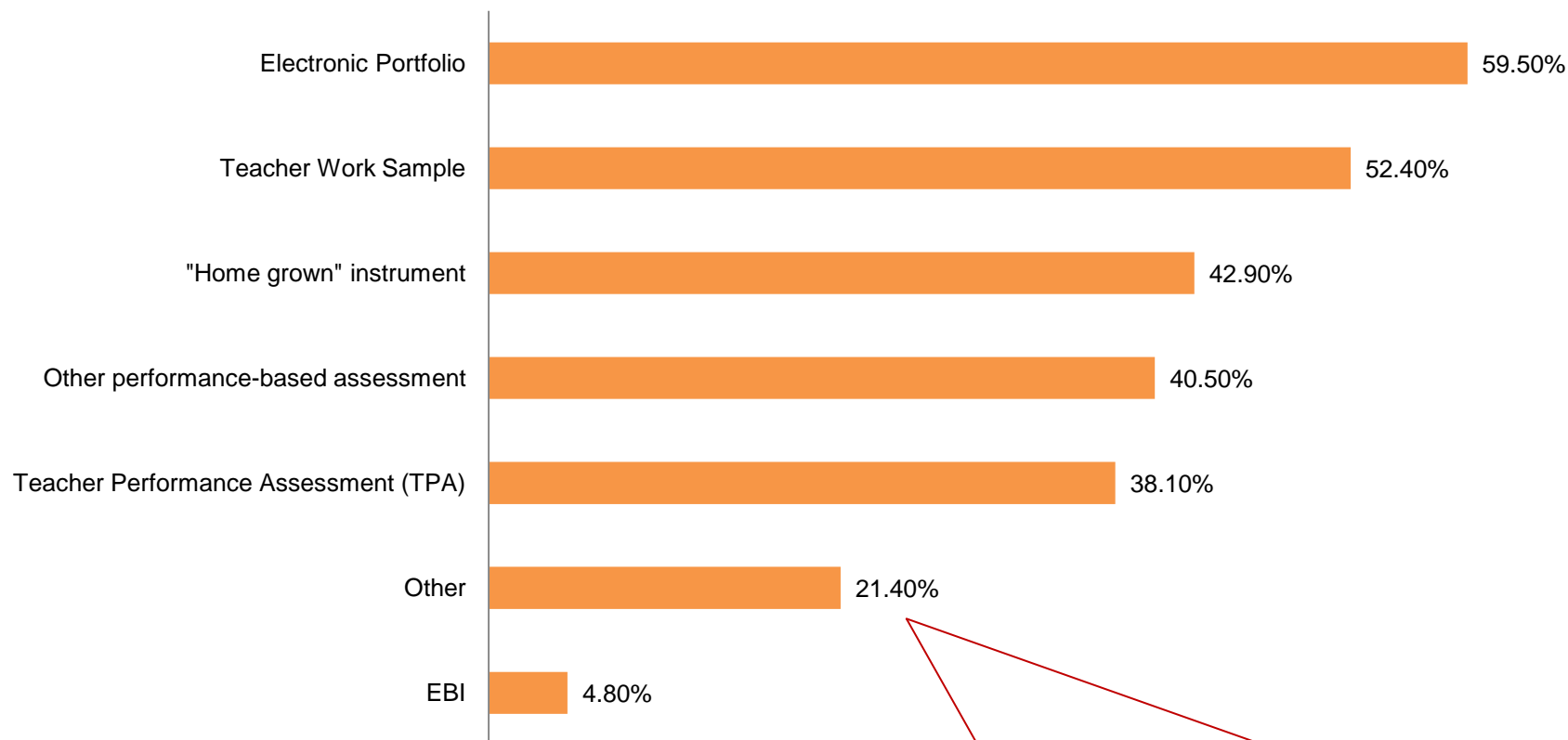
| | Cost of Third Party Systems, Non-Accreditation Year | Cost of Third Party Systems, Accreditation Year |
|--|---|---|
| <i>Agree: Overall, we are satisfied with the technology tools that we use to manage our assessment data.</i> | \$7,911 | \$9,683 |
| <i>Disagree : Overall, we are satisfied with the technology tools that we use to manage our assessment data.</i> | \$10,900 | \$11,125 |

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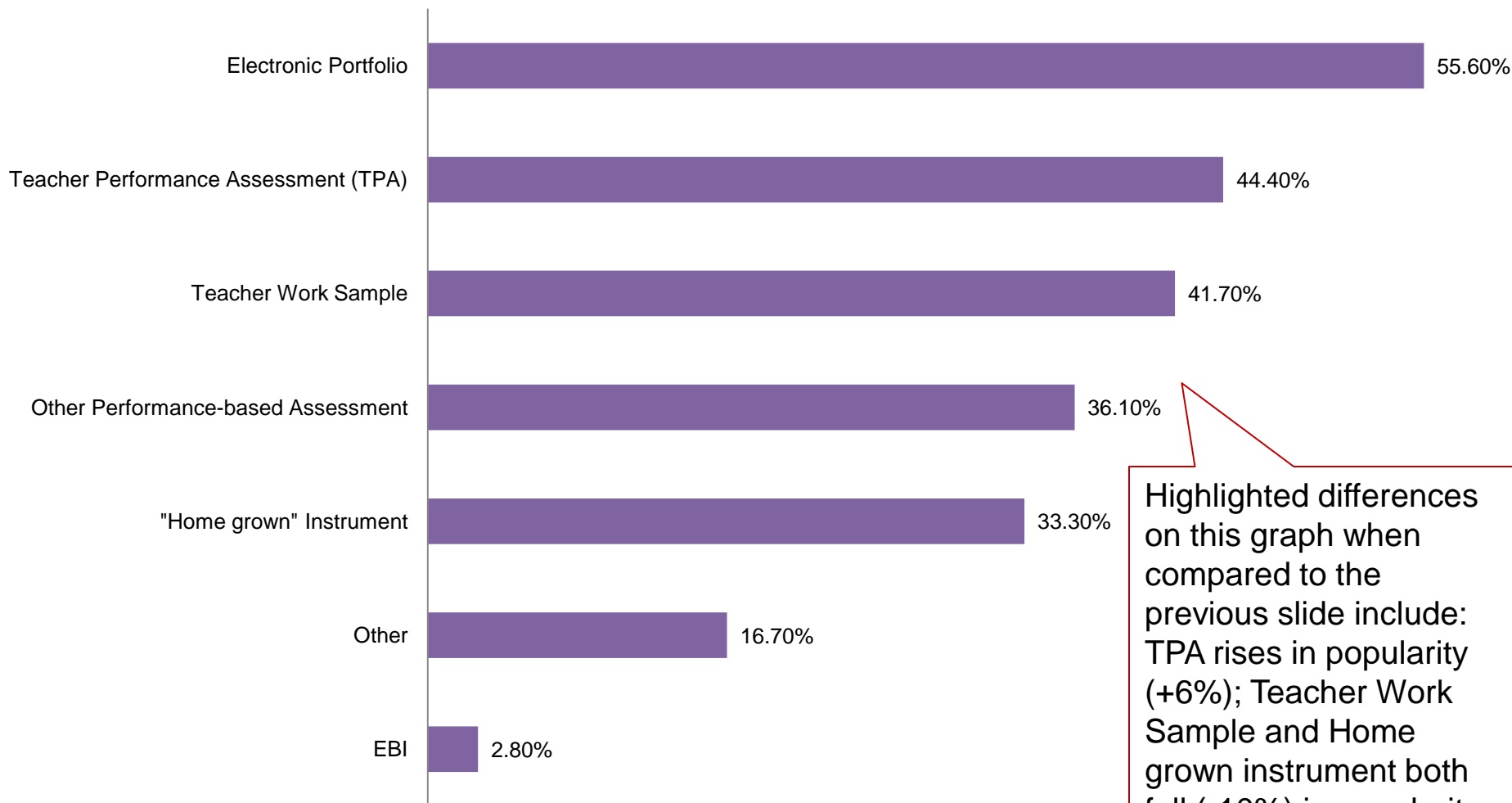
- Trends
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Which Instruments Does Your SOE Use to Assess Student Performance and Outcomes Data? (Select all that apply.)



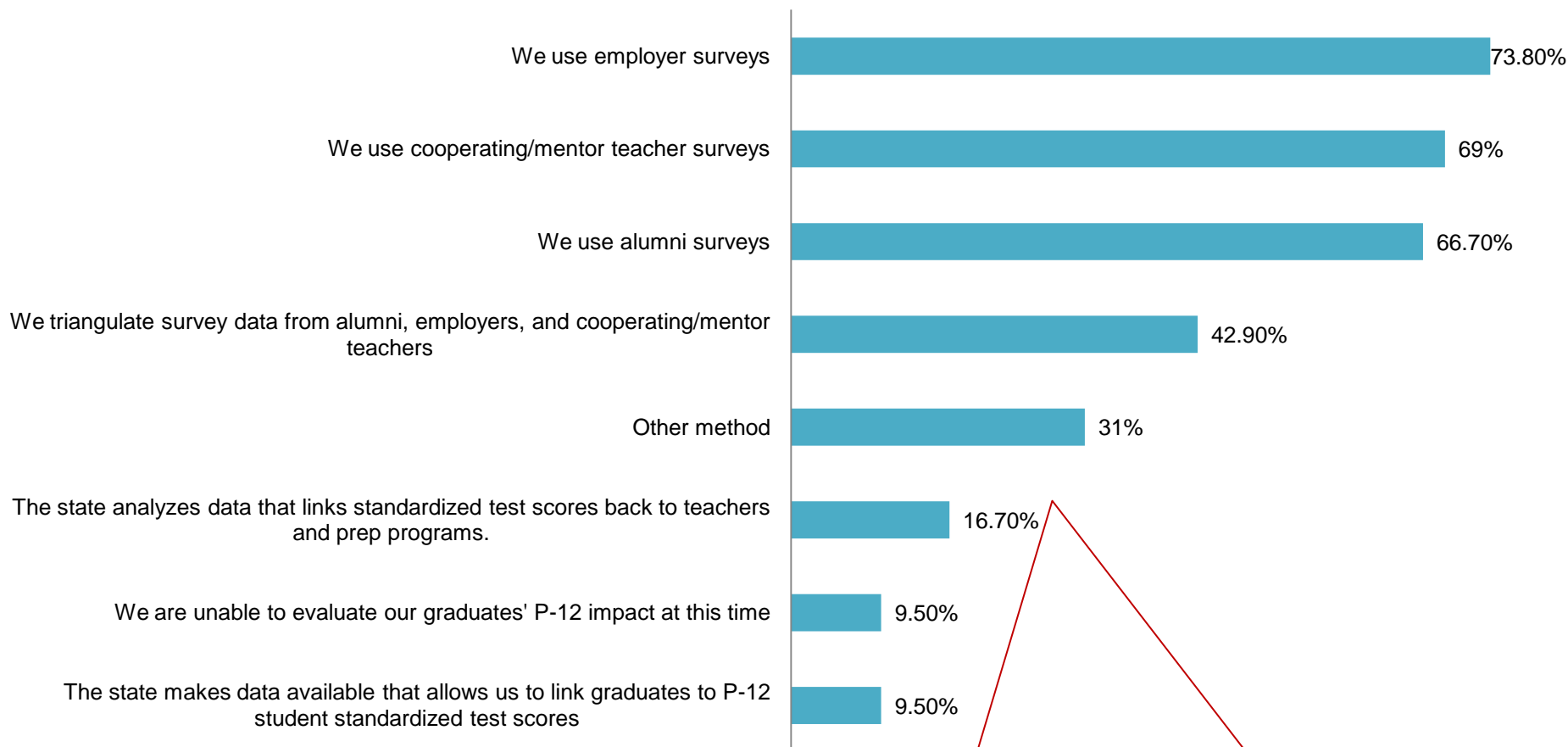
Respondents who chose "other" specified: capstone projects, contracted surveys, critical practicum video analysis, research papers, case studies, artifacts from clinical experiences, GACE, and IADPCE Teacher Graduate Assessment.

Instruments Used By Respondents Who Can Evaluate Their SOE's Impact on Advancing P-12 Student Achievement*



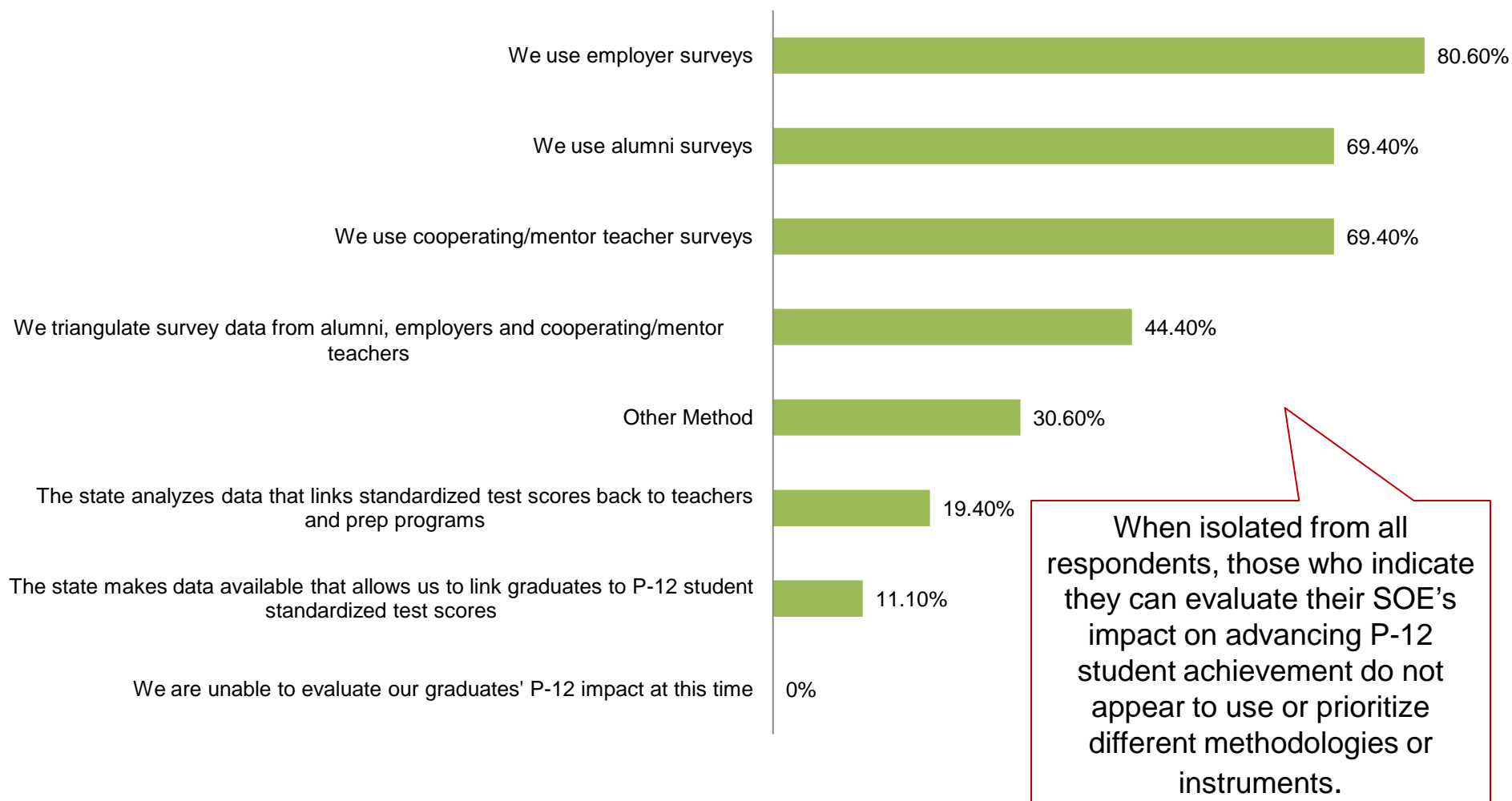
*Respondents who answered "yes" or "somewhat" to the question: Are you currently able to evaluate the impact your SOE has on advancing P-12 student achievement?

What Methods are you Currently Employing to Evaluate your SOE's Impact on P-12 Student Achievement?



Respondents who chose "other" specified: Student-teacher dispositions, end-of-program survey, analysis of school districts' evaluation of graduates, electronic portfolios, performance-based assessment and informal feedback from employers.

Methods Used By Instruments Used By Respondents Who Can Evaluate Their SOE's Impact on Advancing P-12 Student Achievement*



*Respondents who answered "yes" or "somewhat" to the question: Are you currently able to evaluate the impact your SOE has on advancing P-12 student achievement?

What are district schools doing to help or hinder your assessment processes?

What kind of assessment data does your state collect? What kind of assessment data does your state share?

What has been your greatest example of progress in assessment practices in the last year?

How do you involve faculty in assessment processes? How are faculty impacted by assessment processes?

Main Takeaways

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- How can we bridge this gap?

- *TaskStream, TK20, and “Home grown” systems are the most popular technologies to track student performance and outcomes data.*

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