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Schools of Education
Learning Collaborative

Making Use of Assessment Data:
Trends, Benchmarks, and Best 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. Arthur M. Horne** Dean, University of Georgia College of Education
  - **Dr. Mark Shermis** Dean, University of Akron College of Education
  - **Dr. Michael 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.*
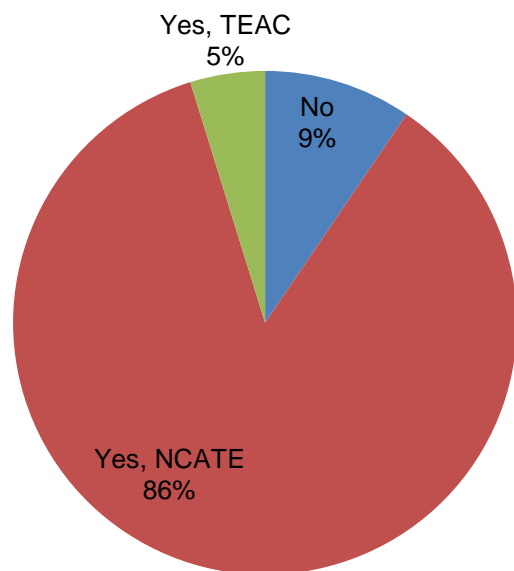 - Is this cognitive dissonance? Or can a greater investment (e.g., technology, employees) actually yield better results?

Agenda

- Trends

- Benchmarks

- Current Practices

Trends: Demographics

Is Your SOE currently accredited by NCATE or TEAC?

Pie chart:
- Yes, TEAC 5%
- No 9%
- Yes, NCATE 86%

Which of the Following Organizations Regionally Accredits Your Institution?

Organization	Percentage
North Central Association of Colleges and Schools - The Higher Learning Commission (NCA-HLC)	38.10%
Southern Association of Colleges and Schools (SACS) - Commission on Colleges	28.60%
Middle States Association of Colleges and Schools - Middle States Commission on Higher Education (MSCHE)	19%
Western Association of Schools and Colleges - Accrediting Commission for Senior Colleges and Universities (WASC-ACSCU)	7.10%
Northwest Commission on Colleges and Universities (NWCCU)	4.80%
Western Association of Schools and Colleges - Accrediting Commission for Community and Junior Colleges (WASC-ACCJC)	2.40%

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

Interval	Percentage
Every 2-3 years	7.10%
Every 4-5 years	7.10%
Every 6-7 years	42.90%
Every year	35.70%
Other, please specify	7.10%

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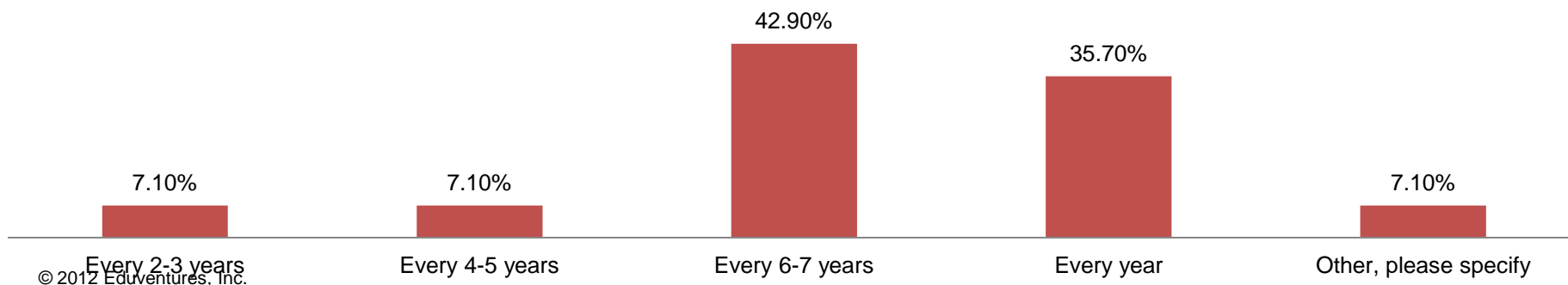
Of the Following Data Collection Efforts for SOEs, Which is your School Responsible For?

Category	Percentage
Title II	100%
PEDS (AACTE)	92.90%
Regional accreditation visits that are university-wide	71.40%
US News Graduate School of Education rankings	61.90%
Specialty Program Areas (SPA) reports	59.50%
Other	23.80%
IPEDS (National Center for Education Statistics)	23.80%

Respondents who answered "other" mentioned:
- American Psychological Association
- State Council of Higher Ed
- GA Professional Standards Commission
- Georgia Board of Regents
- NCTQ
- State Department of Education

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

Trends: Staffing & Cost

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71.4% of respondents have a "Director of Assessment "or an "Associate/Assistant Dean for Assessment" or the Equivalent
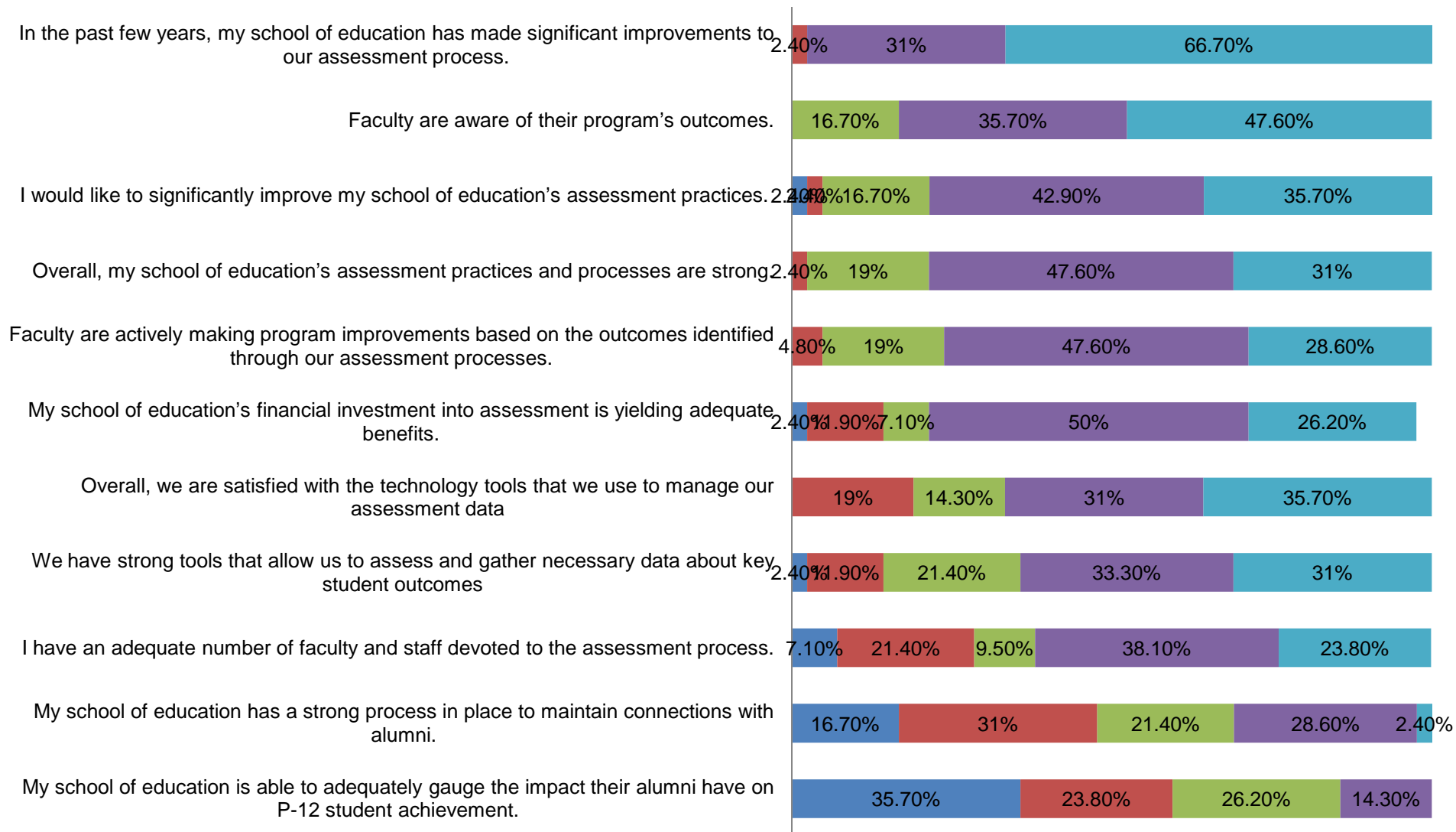
57.1% of those positions are full-time.

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

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Perceived Success and Challenges

■ 1 - Strongly Disagree ■ 2 ■ 3 ■ 4 ■ 5 - Strongly Agree

Statement	1	2	3	4	5
In the past few years, my school of education has made significant improvements to our assessment process.		2.40%		31%	66.70%
Faculty are aware of their program's outcomes.			16.70%	35.70%	47.60%
I would like to significantly improve my school of education's assessment practices.	2.40%	2.40%	16.70%	42.90%	35.70%
Overall, my school of education's assessment practices and processes are strong.		2.40%	19%	47.60%	31%
Faculty are actively making program improvements based on the outcomes identified through our assessment processes.		4.80%	19%	47.60%	28.60%
My school of education's financial investment into assessment is yielding adequate benefits.	2.40%	11.90%	7.10%	50%	26.20%
Overall, we are satisfied with the technology tools that we use to manage our assessment data		19%	14.30%	31%	35.70%
We have strong tools that allow us to assess and gather necessary data about key student outcomes	2.40%	11.90%	21.40%	33.30%	31%
I have an adequate number of faculty and staff devoted to the assessment process.	7.10%	21.40%	9.50%	38.10%	23.80%
My school of education has a strong process in place to maintain connections with alumni.	16.70%	31%	21.40%	28.60%	2.40%
My school of education is able to adequately gauge the impact their alumni have on P-12 student achievement.	35.70%	23.80%	26.20%	14.30%	

- Trends

- Benchmarks

- Current Practices

Benchmarks: Tax Status

Respondents' Tax Status

Private non-profit 26%

Private for-profit 5%

Public 69%

Respondents With a Director/Dean of Assessment

Public	75.90%
Private for-profit	0%
Private non-profit	72.70%
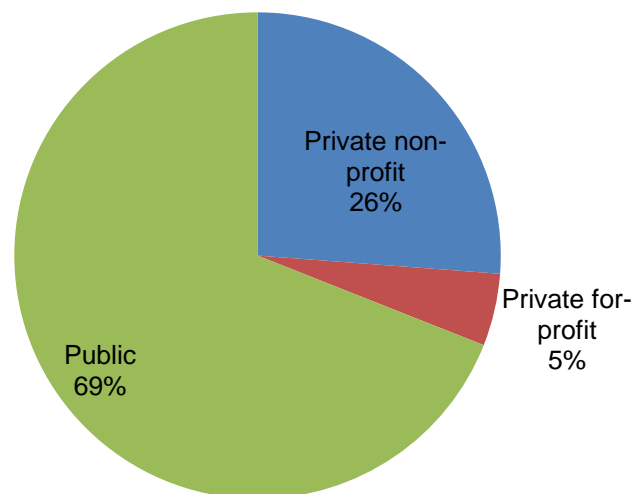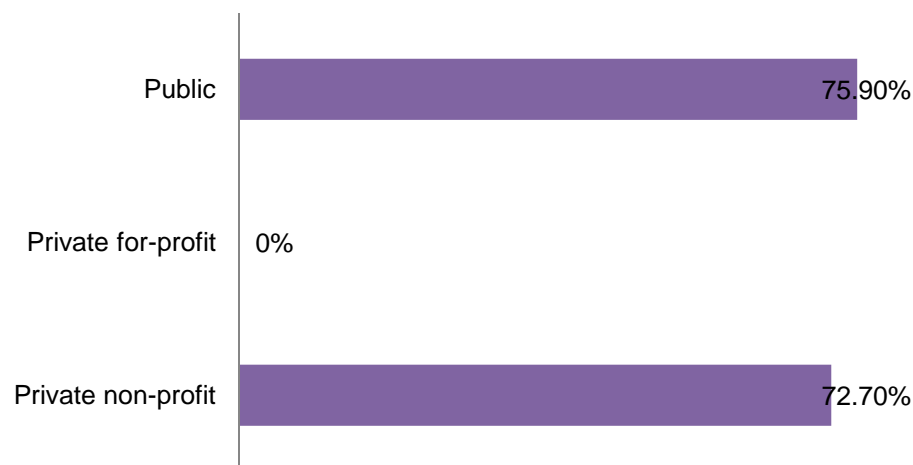
Average Program Completers, AY 2010-2011

	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

Baccalaureate College 3%
Research University – very high research activity 14%
Doctoral/Research University 21%
Research University – high research activity 29%
Master's College 33%

Respondents With a Director/Dean of Assessment

Research University – very high research activity	83.30%
Doctoral/Research University	78.60%
Research University – high research activity	75%
Master's College	44.40%
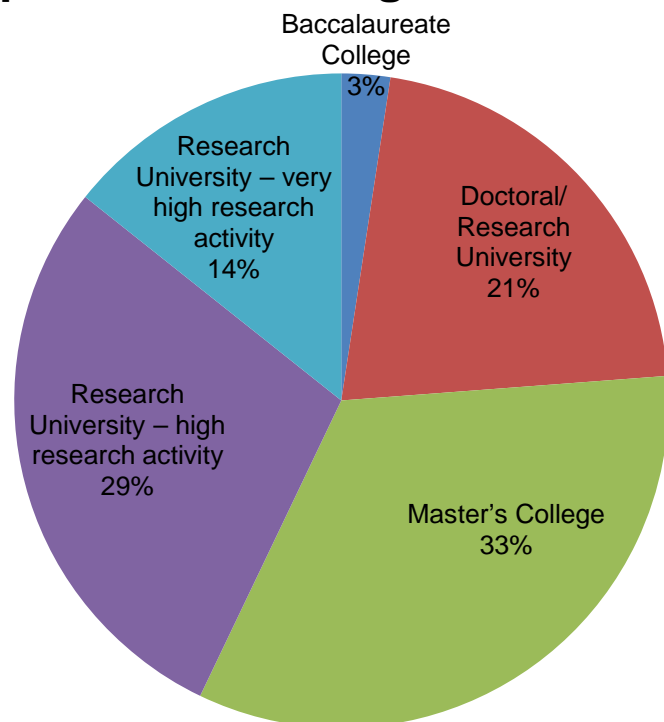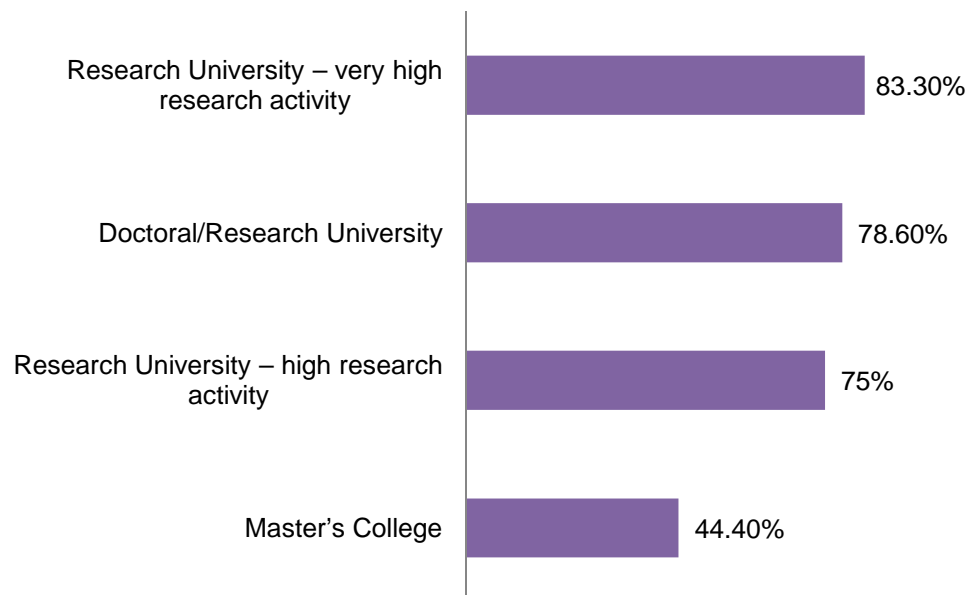
Average Program Completers, AY 2010-2011

	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

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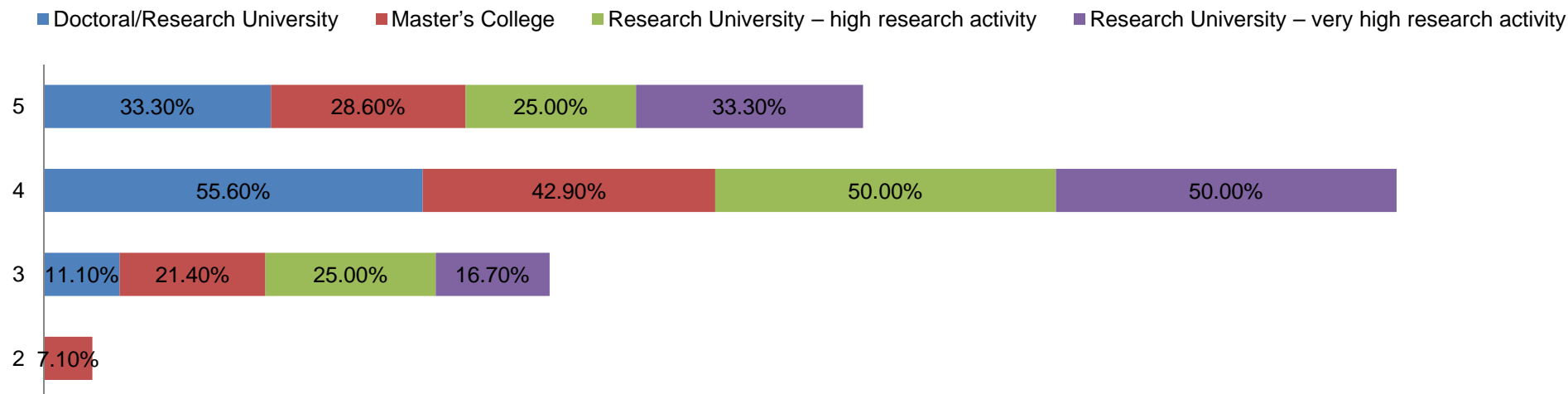
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Which of the Following Systems Does Your School of Education Use to Track Student Performance and Outcomes Data? (Respondents Could Select All that Apply)

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

System	Doctoral/Research University	Master's College	Research University – high research activity	Research University – very high research activity
"Home grown" system	22.20%	42.90%	25.00%	50.00%
TaskStream	22.20%	28.60%	8.30%	33.30%
TK20	33.30%		41.70%	16.70%
LiveText	33.30%	14.30%	33.30%	
Other(s),	11.10%	35.70%	25.00%	
Foliotek	11.10%			33.30%
Sakai				16.70%
Chalk & Wire		14.30%		
Mahara				

Respondents who chose "other" specified: Banner, Blackboard, EDA-SYS, fGrade, iRubric, Qualtrics.
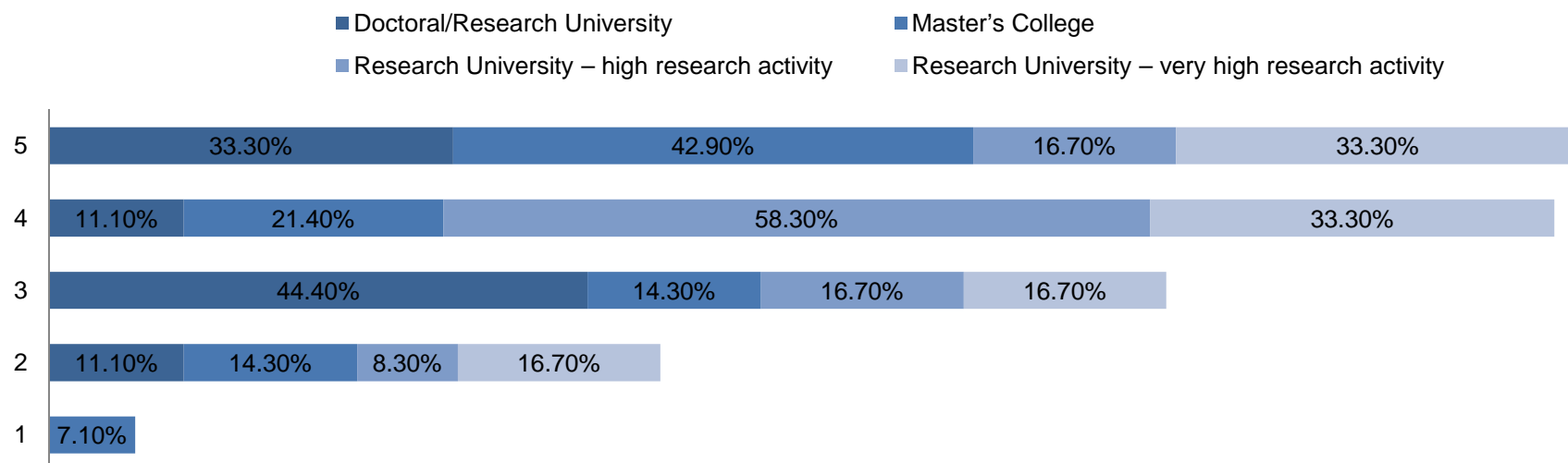
As a point of reference, TaskStream was most popular among private, non-profit respondents (45.5%), and "home grown" was most popular among public institutions (34.5%).

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Benchmarks: Carnegie Classification

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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

	Doctoral/Research University	Master's College	Research University – high research activity	Research University – very high research activity
5	33.30%	28.60%	25.00%	33.30%
4	55.60%	42.90%	50.00%	50.00%
3	11.10%	21.40%	25.00%	16.70%
2		7.10%		

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

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

	Doctoral/Research University	Master's College	Research University – high research activity	Research University – very high research activity
5	33.30%	42.90%	16.70%	33.30%
4	11.10%	21.40%	58.30%	33.30%
3	44.40%	14.30%	16.70%	16.70%
2	11.10%	14.30%	8.30%	16.70%
1	7.10%			

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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

Benchmarks: Carnegie Classification

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

*Cost based on respondents' reported "total cost dedicated to program assessment"

- 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
Agree: *Overall, we are satisfied with the technology tools that we use to manage our assessment data.*	$165,844	$231,330
Disagree: *Overall, we are satisfied with the technology tools that we use to manage our assessment data.*	$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.

Benchmarks: Cost of Technology Satisfaction

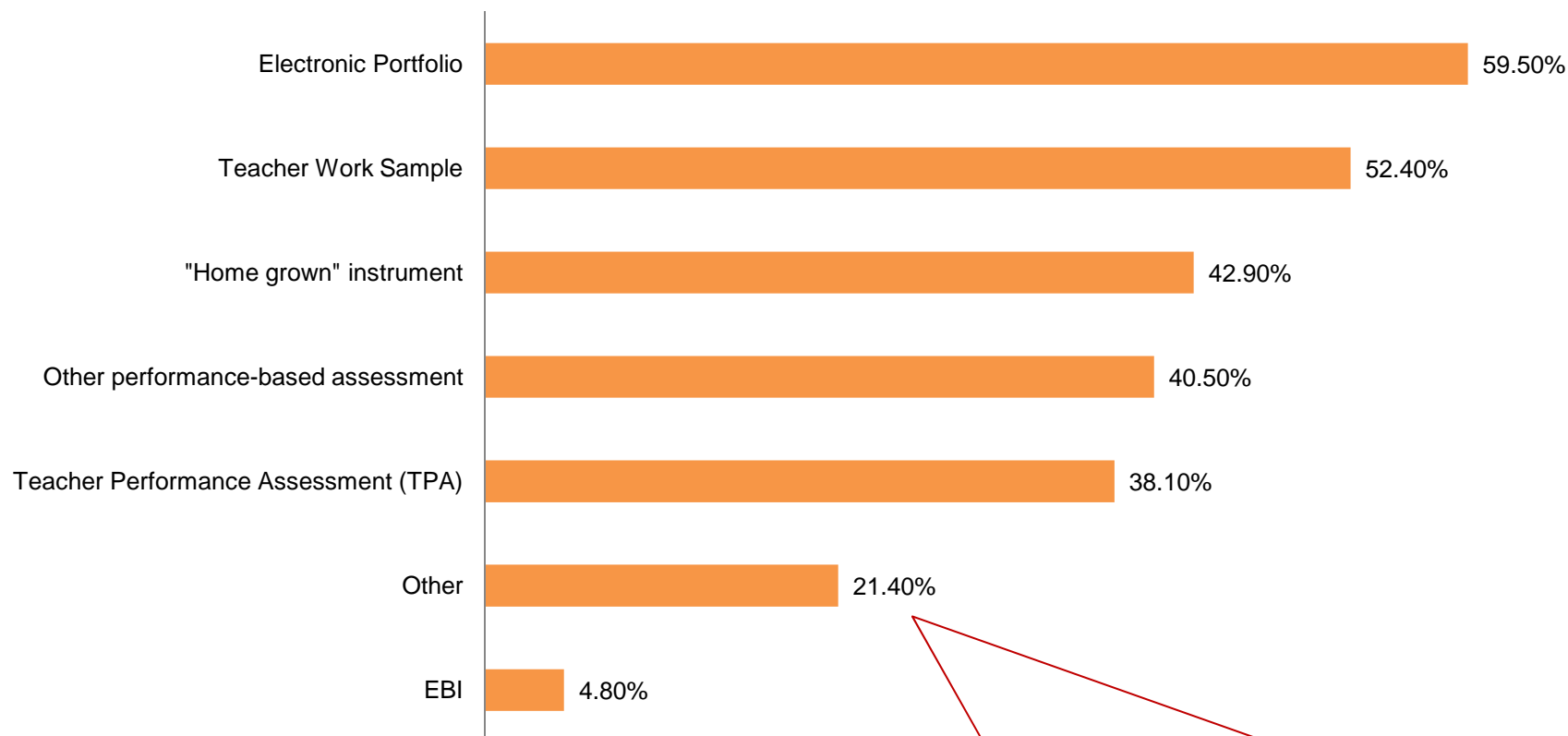|	Total Cost, Non-Accreditation Year	Total Cost, Accreditation Year
Agree: *Overall, we are satisfied with the technology tools that we use to manage our assessment data.*	$165,844	$231,330
Disagree : *Overall, we are satisfied with the technology tools that we use to manage our assessment data.*	$149,543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

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

N.B.: "Agree" encompasses respondents who indicated they agree or strongly agree. "Disagree" encompasses respondents who indicated they disagree or strongly disagree.
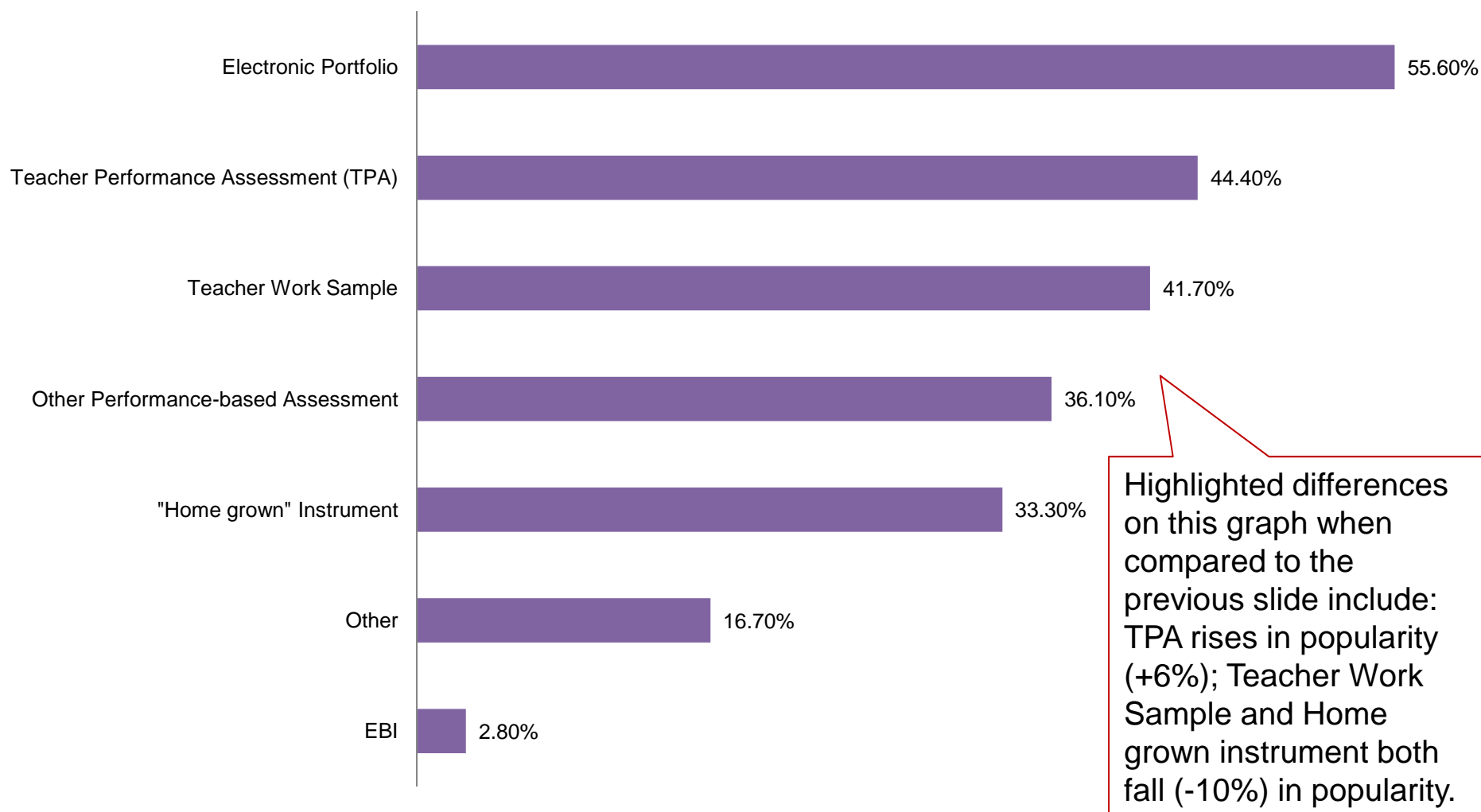
- Trends

- Benchmarks

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

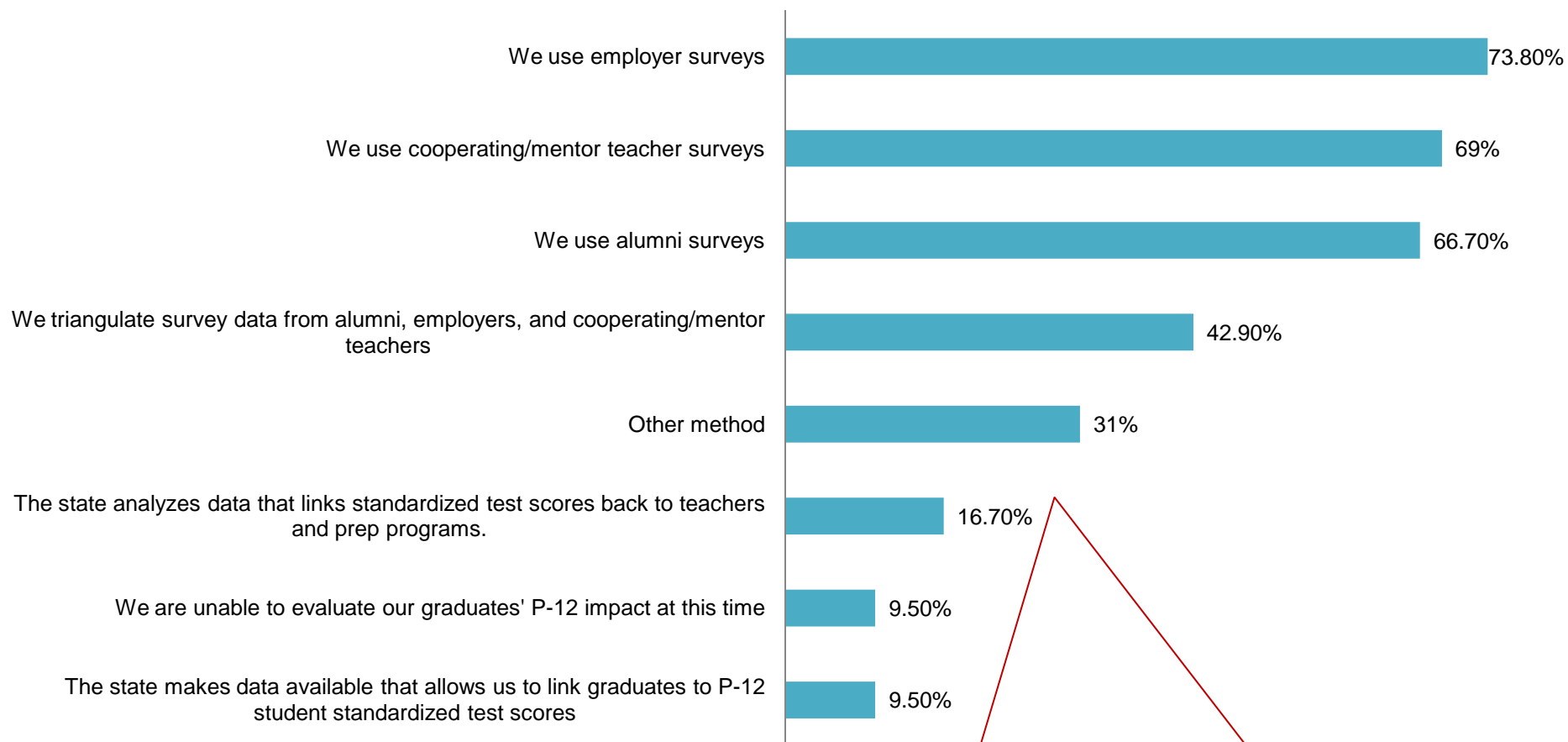| Instrument	Percentage
Electronic Portfolio	59.50%
Teacher Work Sample	52.40%
"Home grown" instrument	42.90%
Other performance-based assessment	40.50%
Teacher Performance Assessment (TPA)	38.10%
Other	21.40%
EBI	4.80%

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*

Instrument	Percentage
Electronic Portfolio	55.60%
Teacher Performance Assessment (TPA)	44.40%
Teacher Work Sample	41.70%
Other Performance-based Assessment	36.10%
"Home grown" Instrument	33.30%
Other	16.70%
EBI	2.80%

Highlighted differences on this graph when compared to the previous slide include: TPA rises in popularity (+6%); Teacher Work Sample and Home grown instrument both fall (-10%) in popularity.
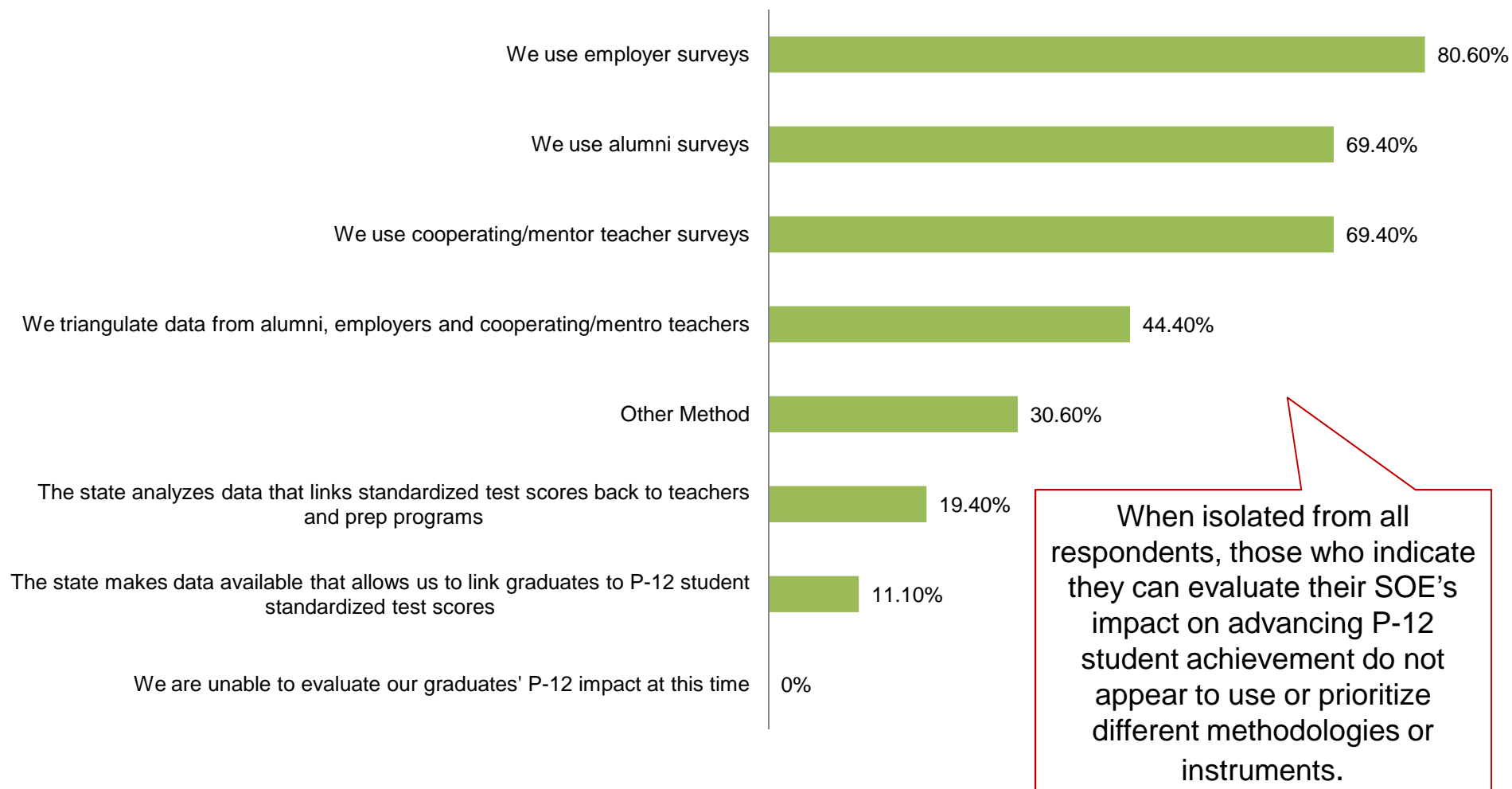
*Respondents who answered "yes" or "somewhat" to the question: Are you currently able to evaluate the impact your SOE has on advancing P-12 student achievement?

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

Method	Percentage
We use employer surveys	73.80%
We use cooperating/mentor teacher surveys	69%
We use alumni surveys	66.70%
We triangulate survey data from alumni, employers, and cooperating/mentor teachers	42.90%
Other method	31%
The state analyzes data that links standardized test scores back to teachers and prep programs.	16.70%
We are unable to evaluate our graduates' P-12 impact at this time	9.50%
The state makes data available that allows us to link graduates to P-12 student standardized test scores	9.50%

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.

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

Method	Percentage
We use employer surveys	80.60%
We use alumni surveys	69.40%
We use cooperating/mentor teacher surveys	69.40%
We triangulate data from alumni, employers and cooperating/mentro teachers	44.40%
Other Method	30.60%
The state analyzes data that links standardized test scores back to teachers and prep programs	19.40%
The state makes data available that allows us to link graduates to P-12 student standardized test scores	11.10%
We are unable to evaluate our graduates' P-12 impact at this time	0%

> When isolated from all respondents, those who indicate they can evaluate their SOE's impact on advancing P-12 student achievement do not appear to use or prioritize different methodologies or instruments.

*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?

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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?