

# ***Analyzing Assessment Results across Colleges/Schools or Departments***

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# Purpose

- UNLV has approximately 28,000 students and nearly 300 degree programs
- The Office of Academic Assessment receives an assessment report from each program every semester
- Our office makes sense of the reports through frequency data
  - Our aim is to identify strengths and weaknesses in order to plan professional development and to provide feedback to programs

## List of Tools

<b>Direct Tools</b>	<b>Measures</b>	<b>Examples of Colleges using tools</b>
Capstone Projects	Grades, Rubrics	Education, Liberal Arts
Exam	Item Analysis, Scores, Rubrics	Business, Liberal Arts
Internship	Employer/Faculty/Student Evaluations	Liberal Arts, Education, Hotel
Pretest/Posttest Compare	Scores	Hotel Administration, Allied Health
Portfolio	Faculty Evaluation, Rubrics	Education, Fine Arts
Projects/Performances/Papers	Grades, Juries, Rubrics	Fine Arts, Engineering, Science
Standardized Test	Passing Rate, Comparison to Norm	Allied Health, Hotel Administration
<b>Indirect Tools</b>	<b>Measures</b>	<b>Examples of Colleges using tools</b>
Admissions/Retention	Benchmarks, Rates	University
Alumni Survey	Satisfaction Rating	Allied Health, Engineering
Course Evaluations	Satisfaction Rating	Liberal Arts
Employer Survey	Satisfaction Rating	Hotel Administration, Allied Health
Exit Survey	Satisfaction Rating	Liberal Arts, Engineering
Faculty Survey	Satisfaction Rating	Allied Health, Liberal Arts
Student Survey	Satisfaction Rating	Fine Arts, Liberal Arts
Student Awards	Frequencies	Education

# Procedure

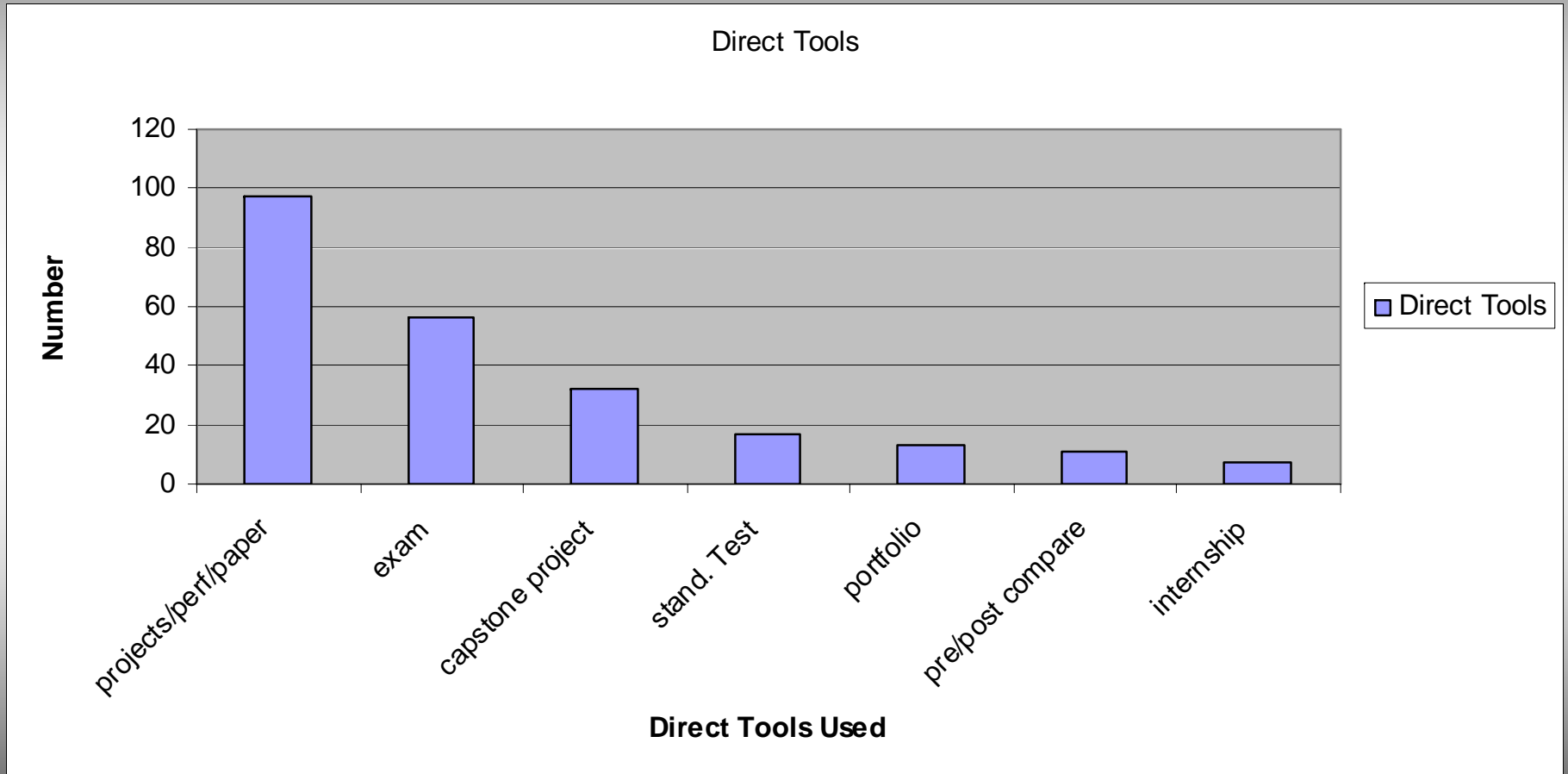
- As reports come in, they are analyzed to determine
  - Types and number of tools used
  - Number of direct vs. indirect tools used
  - How each program intends to use results to improve their program
- At this time, we are using frequency data to determine where programs may be missing opportunities for assessment

## Number of Tools Used

College or Division	One Tool	Two Tools	Three or more	Total
College A	22	12	6	<b>40</b>
College B	2	5	12	<b>19</b>
College C	13	10	3	<b>26</b>
<b>Total *</b>	<b>64</b>	<b>64</b>	<b>46</b>	<b>174</b>

\* The values in this row represent the totals for all colleges/schools

The information in this chart is used to identify colleges or departments who may need help identifying additional tools to measure their objectives. However, it is important to note that number of tools used alone is not an adequate marker for success or lack of success. A program may use many tools, while still failing to adequately measure objectives. Conversely, a program may only use one tool which measures their particular objectives precisely.



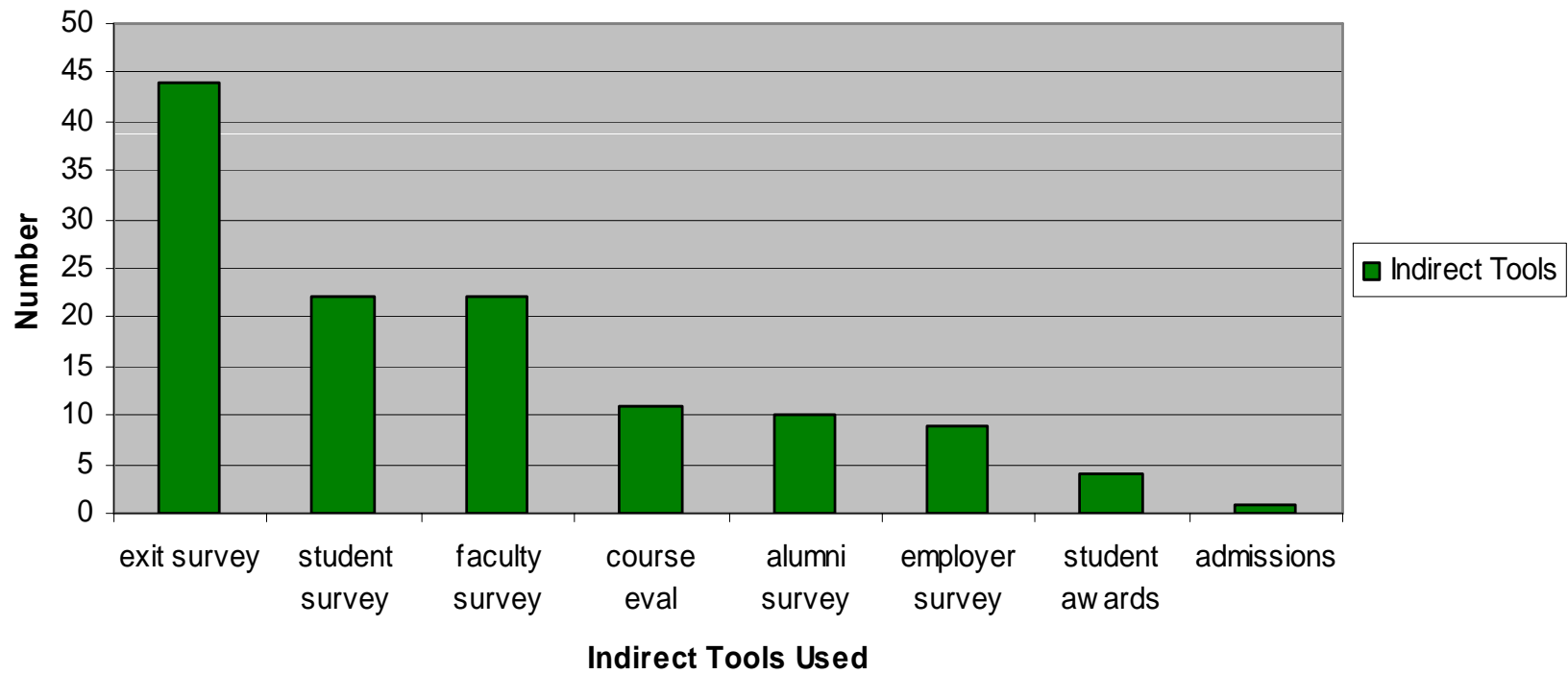
## Direct Tools

	Capstone Project	Exam	Internship	Pre/Post Compare	Portfolio	Project/ Performance/ Paper	Standardized Test	Total
College D	2	3	0	0	0	7	6	<b>18</b>
College E	0	10	0	0	0	8	2	<b>20</b>
College F	7	3	0	0	10	21	1	<b>42</b>
College C	4	15	1	2	0	9	1	<b>32</b>
College G	5	9	0	2	0	6	0	<b>22</b>
<b>TOTAL*</b>	<b>32</b>	<b>56</b>	<b>7</b>	<b>11</b>	<b>13</b>	<b>97</b>	<b>17</b>	<b>233</b>

\* The values in this row represent the totals for all colleges/schools

The information in this chart is used to compare the types of direct tools used by particular programs. Patterns are identified and used to identify colleges or departments who are missing key opportunities for assessment. For instance, we know that College D has an internship requirement for many of the degrees within the college, yet they are not using the existing assessment data from those programs to their advantage.

Indirect Tools



## Indirect Tools

	admissions	alumni survey	course evaluation	employer survey	exit survey	faculty survey	student survey	student awards	<b>Total</b>
College E	0	0	0	0	5	0	3	0	<b>8</b>
College A	0	0	0	4	0	2	2	2	<b>10</b>
College B	0	7	4	0	13	8	2	0	<b>34</b>
College C	0	0	2	1	3	3	2	2	<b>13</b>
College H	0	0	0	0	1	0	0	0	<b>1</b>
<b>TOTAL*</b>	<b>1</b>	<b>10</b>	<b>11</b>	<b>9</b>	<b>44</b>	<b>22</b>	<b>22</b>	<b>4</b>	<b>123</b>

\* The values in this row represent the totals for all colleges/schools

The information in this chart is used to compare the types of indirect tools used by particular programs. Patterns are identified and used to identify colleges or departments who are missing key opportunities for assessment. For instance, College H uses very few indirect tools to assess their programs. They may need assistance developing surveys to measure their objectives.

## Direct vs. Indirect Tools

College or Division	Direct	Indirect
College B	21	34
College J	13	1
College G	22	22
<b>TOTAL*</b>	<b>233</b>	<b>123</b>

\* The values in this row represent the totals for all colleges/schools

The information in this chart is used as a snapshot glimpse of direct vs. indirect tool use. In this example, we know that College J has an excellent reputation in the community and places graduates all over the country, yet they only use 1 indirect tool. This college may benefit from developing employer surveys to tap into community satisfaction with their graduates.

## Intended Use

	Revise Outcomes	Revise Tools	Revise Plan	Revise Curriculum	Revise Teaching	Revise Course	Obtain more data/Further Evaluation	Make no changes	Not Addressed	Advise/Track Students	TOTAL
College H	0	2	0	0	0	0	0	7	0	0	<b>9</b>
College F	0	14	0	5	1	1	2	4	0	2	<b>29</b>
College A	5	14	12	7	1	0	1	16	0	8	<b>64</b>
College D	0	4	0	3	0	7	0	1	3	4	<b>22</b>
<b>Total*</b>	<b>5.49%</b>	<b>22.78%</b>	<b>5.49%</b>	<b>14.35%</b>	<b>4.64%</b>	<b>5.49%</b>	<b>7.17%</b>	<b>20.25%</b>	<b>3.38%</b>	<b>10.97%</b>	

\* The values in this row represent the total percentages for all colleges/schools

The information in this chart can be used to identify how colleges intend to use the data they have collected and reported. In this example, we notice that College A is busy revising their plans and outcomes. This college should have already moved beyond this point and may need to be approached for more information. Also, College H has a very high percentage of programs stating that they have no changes to make. This is also worth a closer look.

# Future Directions

- We are currently in the process of revising and pilot testing a rubric to assess program reports
  - This rubric was used by our assessment committee to help them understand the range of sophistication we see in reports
  - The rubric will not be used to assess all reports on campus
    - May be used to pinpoint strengths and weaknesses of struggling units

## Report Scoring Rubric– Draft

	<b>Level 1 Needs assistance in this area</b>	<b>Level 2 Emerging but still has room for improvement</b>	<b>Level 3 Exemplary. Can be used as a model for others</b>
<b>Learning Objectives</b>	Learning objectives are not listed or may be unclear or even impossible to measure	Learning objectives are listed and clear but difficult to measure	Learning objectives are clear and measurable
<b># of Tools used</b>	0-1 tool used	2 tools used	3 or more tools used
<b>Appropriateness of Tools and Measures</b>	Tools and/or measures are not useful in measuring objectives	Tools and/or measures used may partially measure objectives but better options are available and would provide more insightful data	Tools and/or measures clearly measure objectives in meaningful and complex ways. A variety of tools are used to fully understand student achievement.
<b>Results</b>	Data neither presented nor analyzed. May consist of a sentence stating whether expectations were met.	Data may be presented but with little or no discussion; conversely, analysis may be discussed without presentation of data.	Data is presented and organized in a way that clearly shows results and analysis. Findings are discussed for each data point.
<b>Intended Use of Results</b>	Use of results may be unrelated to findings; regardless of findings, opportunities for growth may not be recognized.	Use of results partially related to findings; some opportunities for growth not recognized. May have identified problems with program plan or learning outcomes	Use of results directly related to findings; regardless of findings, opportunities for growth are recognized

# Concluding Remarks

- We have presented some examples of how we attempt to analyze our reports
- We hope to be able to analyze and report trend data in the next year or so
  - We hope to see a shift in our data

# Contact Information

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