

People without information cannot act.
People with information cannot help but act.



Ken Blanchard

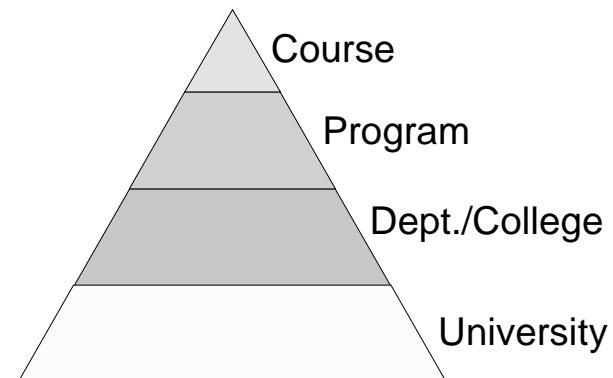
Departments Committed to Improvement Assess to Understand.....

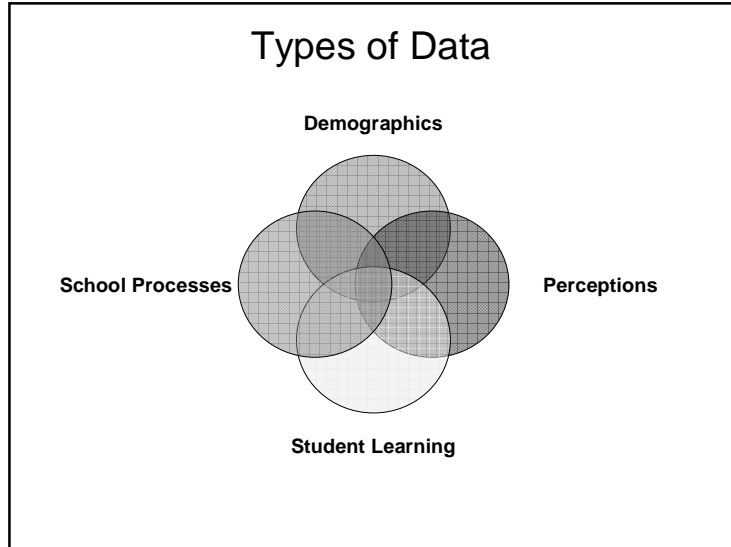
- Ways department has changed.
- How well current practices meet needs.
- Gaps between results and goals.
- Root causes for the gaps.
- Types of programs needed to alleviate gaps

Barriers To Using Data....

- Education has not traditionally focused on data for improvement purposes
- We do not always see gathering and analyzing data as part of our jobs.
- Data gathering seems redundant or confirms what we already perceive knowing.
- Schools do not have databases that are easily accessed for data analysis.
- Data is incorrectly perceived as one more thing to do and takes away from teaching.

Layers of Assessment





Demographics: Builds Context

- Retention/Graduation rates
- Gender
- Ethnicity
- Other – Class sizes, number of faculty, etc.

See Institutional Research Office:
<http://mnsu.edu/instres/>

What Demographics Do You Want To Know?

School Processes: Courses/Initiatives

- Curriculum
- Courses

A small Venn diagram with four overlapping circles, identical in structure to the one in the top-left slide. The left circle is labeled 'School Processes'.

Perceptions

- Views
- Opinions
- Beliefs
- Convictions
- Sentiments

A small Venn diagram with four overlapping circles, identical in structure to the one in the top-left slide. The right circle is labeled 'Perceptions'.

What student opinions interest you?

Student Learning/Product

- Standardized Tests
- Authentic Assessments
- Teacher-made Tests

What student learning products are meaningful to you?

When to Assess?

- Natural Gates – entrance/exit
- Critical Courses

- What are some critical points for you?

University Data System

- Surveys
- Evaluations

- Benefits: Multiple Sections, Time, Chasing, Back-up, Reports

Evaluations

Course Evaluation Forms

[Add New](#)

		Status	Coll_Name	Subject	Course	Eval Title
Edit	Preview	Active	Arts & Hum	ART	426	Arts & Humanities Art 426/526 Unit of Study Lesson
Edit	Preview	Active	Arts & Hum	ART	426	Arts & Humanities Art 426/526 Unit of Study Introd
Edit	Preview	Active	Arts & Hum	ART	426	Arts & Humanities Art 426
Edit	Preview	Active	Arts & Hum	ART	526	Arts & Humanities Art 426/526 Unit of Study Lesson
Edit	Preview	Active	Arts & Hum	ART	526	Arts & Humanities Art 426/526 Unit of Study Introd
Edit	Preview	Active	Sci-Engr&Tec	BIOL	485	CSET BIOL 4/585 Unit Plan Evaluation
Edit	Preview	Active	Sci-Engr&Tec	BIOL	485	CSET BIOL 4/585 Curriculum Review
Edit	Preview	Active	Sci-Engr&Tec	BIOL	585	CSET BIOL 4/585 Unit Plan Evaluation
Edit	Preview	Active	Sci-Engr&Tec	BIOL	585	CSET BIOL 4/585 Curriculum Review
Edit	Preview	Active	Sci-Engr&Tec	BIOL	585	CSET BIOL 4/585 Curriculum Review
Edit	Preview	Active	Allied Hh/Nr	CDIS	695	AH&N CDIS 695 Assessment Student Clinical Writing
Edit	Preview	Active	Education	CSP	675	Education CSP 675 Research and Program Evaluation
Edit	Preview	Active	Education	EDAD	670	Education EDAD 670 Rubric/Standards for Special Ed
Edit	Preview	Active	Education	EDAD	670	Education EDAD 670 Rubric/Standards for Superinten
Edit	Preview	Active	Education	EDAD	670	Education EDAD 670 Rubric/Standards for Community
Edit	Preview	Active	Education	EDAD	670	Education EDAD 670 Rubric/Standards for Principal
Edit	Preview	Active	Sci-Engr&Tec	EE	230	SET EE 230 Outcome 4, 5, 6
Edit	Preview	Active	Education	EEC	200	Education EEC 200 Lesson Plan Rubric
Edit	Preview	Active	Education	EEC	200	Education EEC 200 Clinical Evaluation Rubric

Evaluations

Unsatisfactory	Basic	Satisfactory	Proficient
Deficient in performance and understanding of concepts underlying components/ domain.	Demonstrates understanding of concepts in a domain and attempts to implement elements. However	Implementation is not always achieved or successful.	Demonstrates understanding of concepts underlying the components in a domain and generally implements them well.

Domain A: Planning and Preparation	Unsatisfactory	Basic	Satisfactory	Proficient
1. Student Background -Knowledge of characteristics of age group, students skills, interests and knowledge, cultural heritage, varied approaches to learning	○	○	○	○
Domain B: Enhancing the Learning Environment				
2. Rapport -Teacher interaction with students	○	○	○	○
3. Class Behavior -Expectations & preventative measures; monitoring & response to student behavior	○	○	○	○
Domain C: Teaching for Student Learning				
4. Monitoring/Providing Feedback -Quality/accuracy/substantive/constructive, timeliness & specificity	○	○	○	○
Domain D: Professionalism				
5. Student Teacher Reflection -Accuracy & use in future teaching	○	○	○	○
6. Professional Relationships -Collaborative planning; seek/share teaching insight	○	○	○	○
7. Commitment to Teaching -Responsibilities completed; attendance, dress, and punctuality	○	○	○	○

Evaluations

Content-Paper contains all relevant components of a proposal	<input type="text"/>	Range: 0 - 5pts
Content-executive summary is clear and concise	<input type="text"/>	Range: 0 - 10pts
Content-Copies/Examples of needs assessment and evaluation measures are included in the appendix	<input type="text"/>	Range: 0 - 5pts
Content-needs assessment was thorough and reflected accurate and relevant factors	<input type="text"/>	Range: 0 - 15pts
Content-rationale, goals, and objectives of the proposed training were stated clearly	<input type="text"/>	Range: 0 - 10pts
Content-A variety of learning styles and delivery methods are considered	<input type="text"/>	Range: 0 - 10pts
Content-evaluation section was thorough and clear and reflected accurate and relevant factors (incl	<input type="text"/>	Range: 0 - 15pts
Content-Transfer of training strategies were clearly	<input type="text"/>	Range: 0 - 10pts

Survey System

- Online Delivery
 - Course
 - Individuals
 - Anonymous
- Multiple Answer Types
 - Pull-down menu
 - Check box
 - Radio button
 - Open ended

Reports

Links

Questions?

■ University Assessment Website

<http://mnsu.edu/acadaf/pr/>