

#NUTEXPO19



# TEXPO

TECHNOLOGY IN TEACHING

## Assessment and Learning Analytics Tools and Initiatives

**Assessment and Blackboard Analytics (A4L)**

# CPS Academic Quality Assurance



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## Who are We?

- **Faculty Support:**
  - Crafting program/course learning outcomes
  - Curriculum mapping
  - Assessment design(assignments, rubrics, surveys)
  - Data collection, analysis, reporting
- **Internally :** Collect data and report on program student learning outcomes (SLOs) for ALL programs, annually
- **Externally:** Assist in data collection and reporting (NECHE, Regional agencies)



# Annual Assessment Cycle

Progressive Refinement Plan

## 1V: Act

- Plan for implementing PRP
- Implement PRP

## III: Analyze

- Direct measures
- Indirect measures
- Previous year's PRP
- Write-up Results & new PRP goals to align outcomes



Annual Academic Report

Assessment Plan

## I: Define

- Mission
- SLOs
- Course map
- Measures (Rubrics/Surveys)
- Benchmarks
- Data collection strategy

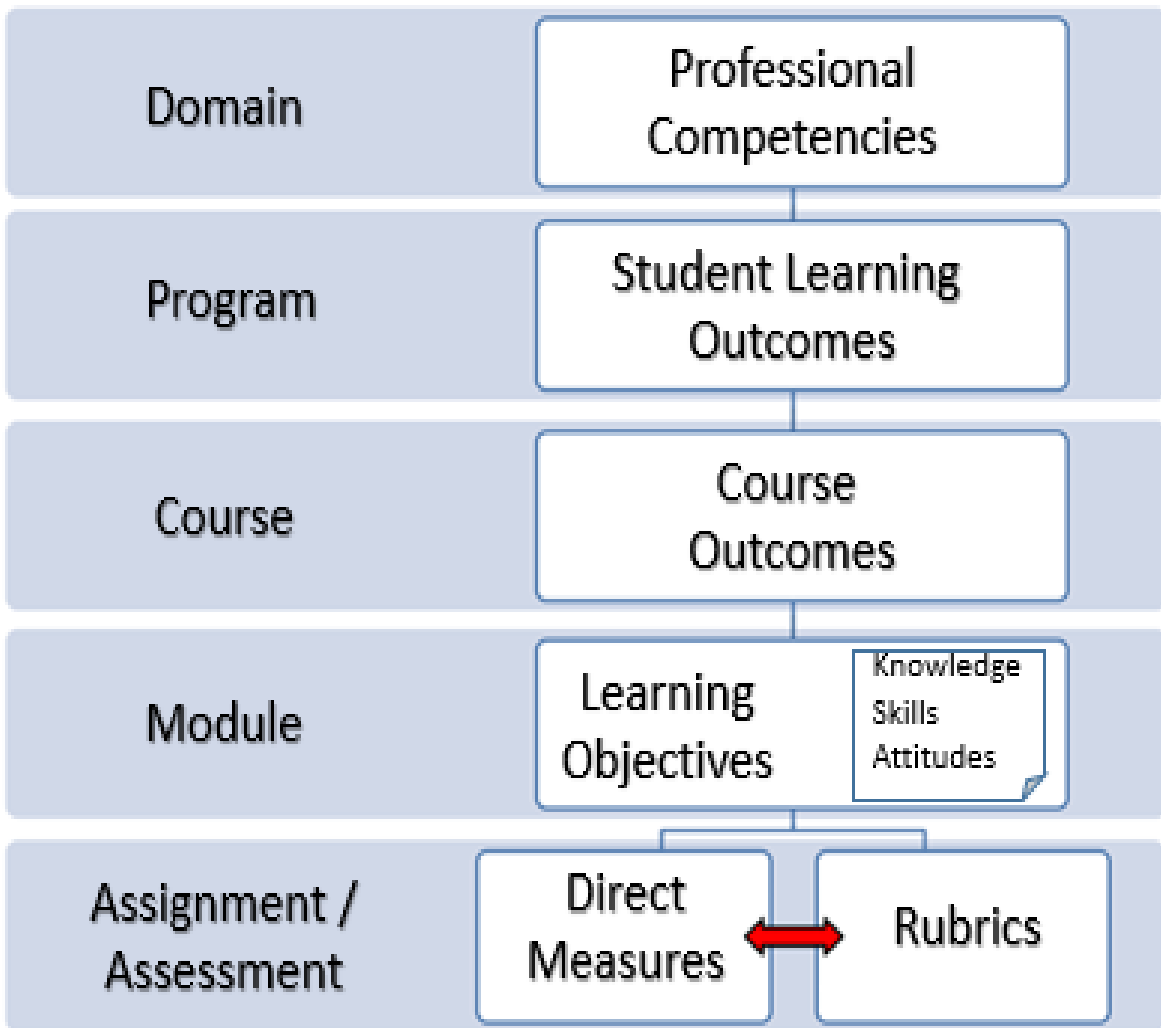
## II: Collect

- Collect data from multiple sources
- Aggregate data

**Data Collection Direct Measures- Ongoing/By term\***

# Program Assessment:

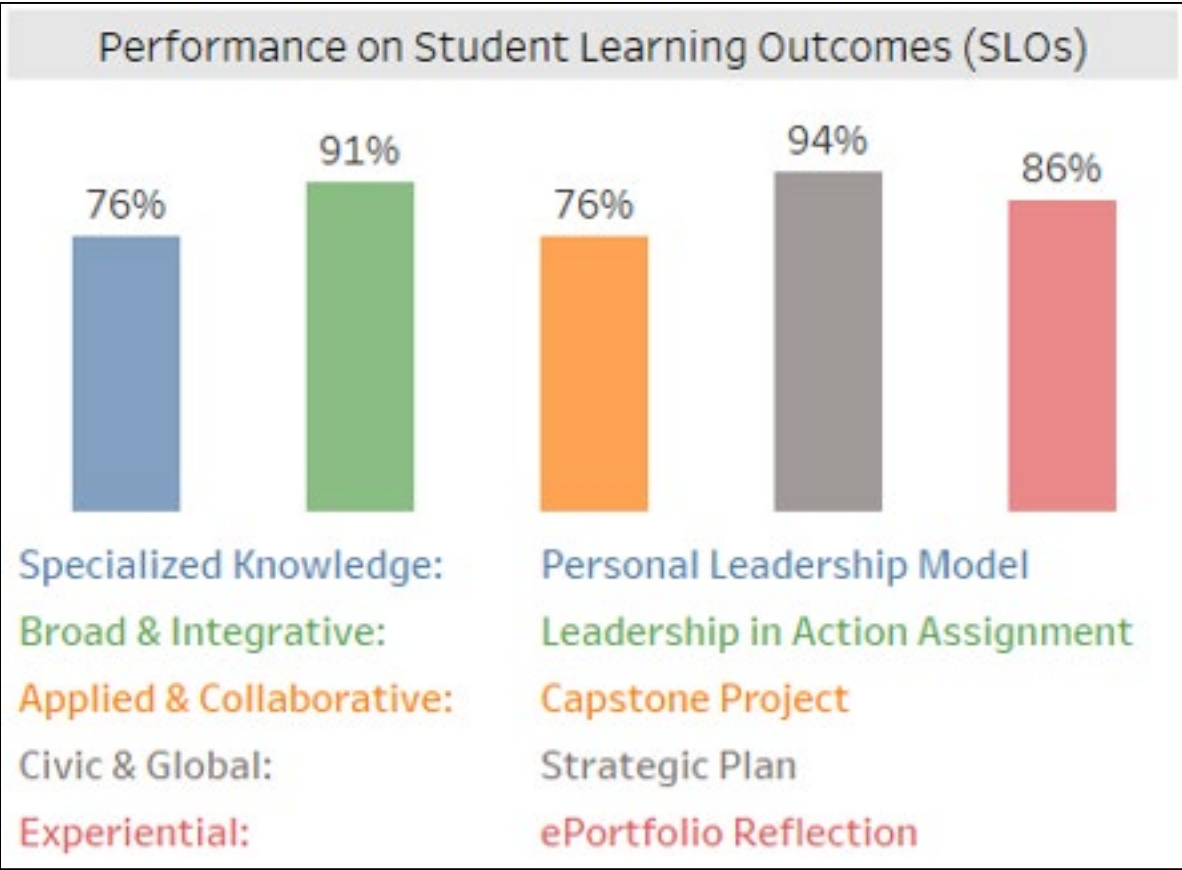
## From Competencies to Rubrics



# CPS Program Assessment: Sample Dashboard

Results on outcomes for one program:

*% of Learners that Met the Benchmark*



Specialized Knowledge:

Broad & Integrative:

Applied & Collaborative:

Civic & Global:

Experiential:

Personal Leadership Model

Leadership in Action Assignment

Capstone Project

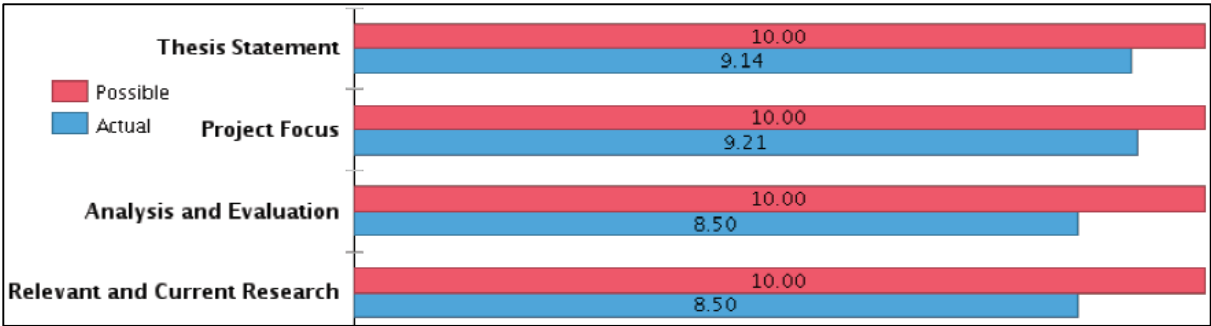
Strategic Plan

ePortfolio Reflection

# Course Assessment: Rubric Evaluation Report

Results for a single class section:

Criteria		Above Standard	Meets Standards	Approaching Standards	Below Standard	Number Evaluation	Average	Median
Thesis Statement	Points	10.00	9.00	7.50	5.00			
		57%	14%	29%	0%	7	9.14	10.00
Project Focus	Points	10.00	9.00	7.50	5.00			
		43%	43%	14%	0%	7	9.21	9.00
Analysis and Evaluation	Points	10.00	9.00	7.50	5.00			
		29%	43%	14%	14%	7	8.50	9.00
Relevant and Current Research	Points	10.00	9.00	7.50	5.00			
		29%	43%	14%	14%	7	8.50	9.00



# Blackboard Analytics for Learn (A4L Project)

## A4L Development Phases:

1. Initiate
2. Plan/Analyze/Design
3. **Execute**
4. Monitoring and Controlling
5. Deploy and Close

## Benefits of A4L:



*(Blackboard, 2018)*



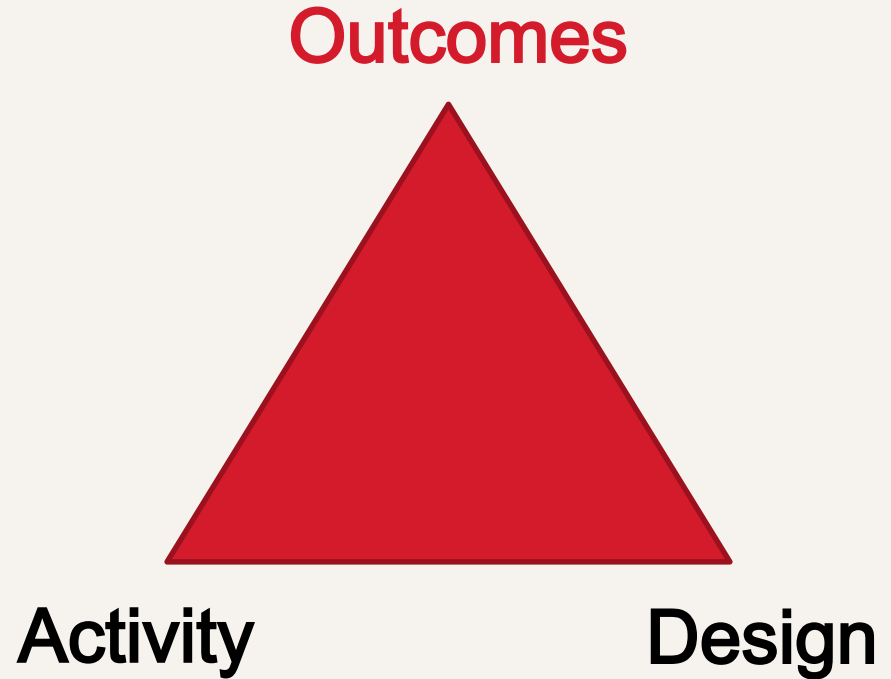
# Blackboard Analytics: Assessment Use Cases

- Ability to track curriculum and assessments related to **Program SLOs** by program or college, to **inform stakeholders** (students, faculty, and administrators) of progress towards **meeting the SLOs**
- Ability to assess **student performance** on SLOs and related competencies (skills, knowledge, attitude) using **rubrics** to grade **signature assignments** (high stakes assignments in upper level courses and capstone)

# Blackboard Assessment Data

## Outcomes Data of Interest:

- Blackboard Goals Features
- Gradebook Data
- Rubric Data



## Sample A4L Report: Rubrics

Rubric Item Description	Rubric Row Description	Rubric Column Description	Grade Percent Description	Grade Percent Band 1
Development plan assignment	Connections	approaches standards	70%	70% - 74%
Development plan assignment	Use of resources	meets standards	85%	85% - 89%

# Research Questions

- Does **student engagement** improve **academic outcomes**? *If so, what types of engagement, and for what categories of students?*
- Does **faculty engagement** improve academic outcomes? *If so, what types of faculty engagement?*
- What **course design strategies** and what tools improve academic outcomes?

# Lessons Learned

# Validity and Reliability

## Alignment

Measuring criteria (rubric) is aligned to the assignment and SLO. Criteria is transparent

## Consistency

Use the same measure (signature assignment) and rubric

## Accuracy

Rubrics are calibrated so data is the same (reliability)

Compare against a benchmark

# Lessons Learned

## Context is Critical

“No one ever made a decision based on a number. They need a story.”

*Daniel Kahneman(2011)*

# Lessons Learned

## Designing for Data

“Data is the foundation of all analytics efforts; absent a strong foundation of good data, any analytics effort will likely fail.”

*Campbell and Oblinger (2007)*

# Lessons Learned

## Designing for Pedagogy

“Course design and analytics work synergistically”

*Chickering and Gamson(1987)*



# Resources & Support

Center for Advancing Teaching and Learning Through Research: [CATLR Workshops](#)

CPS Rubrics Repository

CPS Rubrics Module, Webinars, Best Practices Guide

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**Questions?**



**THANK YOU FOR  
ATTENDING TEXPO  
2019!**

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# References

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