



ASSESSMENT MATTERS

Even more than before!

UPDATES FROM THE ASSESSMENT TEAM

To all of the programs that have already submitted their 2019-2020 Assessment Cycles: thank you! We are currently working our way through the reviews and will release the feedback when we are done with the majority. If you did not meet the September 30th deadline, you can still submit the cycle for review. Once all the submissions are reviewed, we will share the summaries with Provost Folks and Vice-Provost Burd. As a reminder, we provide formal evaluations for those programs that are 1, 3, and 5 years post-APR, and provide formative feedback to programs that are 2, 4, and 6 years post-APR.

The 2020-2021 Assessment cycle is now posted in Taskstream, so for those programs that want to get a head start on this year's reporting, go right ahead and get started! Don't forget, you can copy the previous year's Assessment Plan and make changes if necessary. Once again, the deadline for submitting the 2020-2021 Assessment Cycle will be September 30, 2021.

Although we continue to work remotely, we are always available for a consult via Zoom or email. Ingrid's email is novod@arizona.edu and Elaine's is evm@arizona.edu. As we head into the holiday season and a much-needed break during the holiday closure, we both wish you a safe and healthy season. But don't eat too many candy canes!



WHAT HAVE WE LEARNED FROM THIS MASSIVE EXPERIMENT?

DISAGGREGATING THE DATA

We have made many changes in our teaching due to the events of this 2020 year. Most of our classes are now either fully online or hybrid, (with periodic meetings in person). However, one thing that has not changed is the necessity to assess how well our students are learning, no matter the setting. The pandemic has given us an opportunity to collect data on different course structures that may impact student learning.

Many programs have used the same assessment measures for several years or semesters. Wouldn't it be interesting to take an in-depth look at the findings from different class modalities, beyond just putting the total numbers into a spreadsheet? Why not pull your data apart by method of delivery, type of student (traditional, online, international, etc.) or semester of offering? Are there differences in outcomes by student demographics? D2L Brightspace includes some demographic information on students, and the UAIR team can help collect additional data. With these data, you can ask some new questions: How did the online students do, as compared to the students who attended in person? Did the students who were in a hybrid section do better than those in the asynchronous section? These are just a few examples, but there is nothing that says you cannot compare student performance across semesters or years. Pulling the numbers apart and digging deeper might even show that some pandemic-driven changes have improved student learning in your program.

In the last newsletter, we approached equity in assessment. Looking at student demographics could help determine if your students are learning in an equitable fashion, and if you are assessing the students in an equitable way. If certain demographic groups tend to perform at a lower level, ask yourself why, and think about some approaches to change that outcome. The National Institute for Learning Outcome Assessment ([NILOA](https://www.niloa.org/)) has several great resources that can help guide a program on equitable assessment.

