

Using Territorium's E-Proficiency Profile to Impact Student Learning

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A Little Background on UNT & Me



- R1, HSI with almost 47,000 students
- General education (core) curriculum = 177 courses across 41 departments
- Abbreviated version of EPP in use since 2011 with various administration styles
- Managed by University Accreditation office
- Had been used to “check the box” for accreditation
- Former tenured teacher education professor
- Extensive experience working with NCATE/CAEP and HLC accreditation at small regional college
- Came to UNT in summer 2022 to manage the core curriculum (they like that I “speak faculty”)
- First day in the office alone with only EPP data to keep me busy . . .

Giving the EPP at UNT



- Student volunteers
 - 120 freshmen in fall (zero transfer credits)
 - 120 seniors in spring (90+ hours, 75% or more from UNT)
- \$25 gift card from Barnes & Noble as incentive
 - In the past had offered drawing among highest scores for iPad to encourage doing their best
- Using on-campus testing centers
 - Use labs in off-site locations in spring
 - Attempted an at-home cohort last spring
- Students self-disclose any needed accommodations

What I Saw in Our EPP Data

(in terms of student learning)



Growth & Benchmarking



Mean Scaled Scores, 21-22

	Freshmen N=110*	Seniors N=105	Change
TOTAL	439.7	455.7	3.5%
Critical Thinking	109.9	114.9	4.4%
Reading	115.4	119.7	3.6%
Writing	113.2	116.1	2.5%
Mathematics	114.7	117.6	2.5%
Humanities	113.7	118.6	4.1%
Social Sciences	112.1	115.6	3.0%
Natural Sciences	114.0	117.3	2.8%

UNT Seniors as Compared Nationally, 21-22

	National	UNT	
	Scaled Score	Scaled Score	Percentile
TOTAL	440.2	455.7	93 rd
Critical Thinking	110.9	114.9	91 st
Reading	116.4	119.7	84 th
Writing	113.3	116.1	94 th
Mathematics	112.6	117.6	93 rd
Humanities	114.8	118.6	91 st
Social Sciences	112.9	115.6	86 th
Natural Sciences	114.3	117.3	90 th

Ethnicity

Mean Scores By Ethnicity, 22-23

TOTAL	Freshmen		Seniors		Change
	N	Mean Score	N	Mean Score	
ALL	99	442.8	135	451.5	1.9%
African American	18	444.9	16	439.2	-1.3%
Black Hispanic	0	0.0	1	N/A	N/A
Hispanic	27	438.0	23	449.8	2.6%
Latino	1	N/A	5	N/A	N/A
American Indian or Alaskan Native	1	N/A	0	N/A	N/A
Other/Decline to Report	6	N/A	13	444.2	N/A
Asian, Asian American or Pacific Islander	16	444.2	28	449.4	1.2%
White	30	444.1	49	459.4	3.3%

Item Analysis!



Sample Single Item Scores, 22-23 (with alignment to UNT Core Rubric-Critical Thinking)

Sub-Area	Skill	Percent Correct		Change
		Freshmen N=101	Seniors N=140	
Reading	Discern purpose of a reference (CT2)	57.6%	82.6%	25.0
	Meaning in context (CT3)	36.4%	56.5%	20.1
	Synthesize material (CT4)	70.6%	67.4%	-3.2

Item Analysis–Use Caution . . .



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Sample Single Item Scores, 21-22 (with alignment to UNT Core Rubric-Critical Thinking)

Sub-Area	Skill	Percent Correct		Change
		Freshmen N=113	Seniors N=105	
Reading	Discern purpose of a reference (CT2)	73.7%	91.4%	17.7
	Meaning in context (CT3)	34.2%	60.0%	25.8
	Synthesize material (CT4)	44.7%	71.4%	26.7

Item Analysis



Sample Multiple Items Scores-Seniors, 22-23 (with alignment to UNT Core Rubrics)

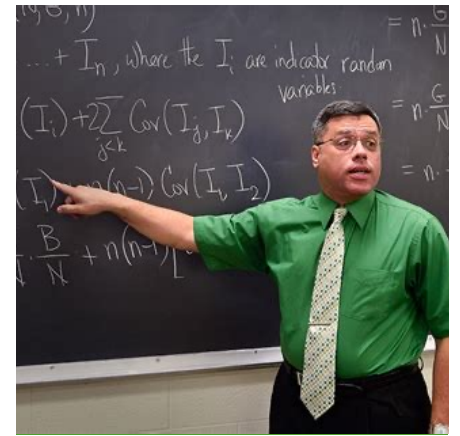
Sub-Area	Skill	# of Items	% Correct UNT	Range of UNT Scores	% Correct National	Range of National Scores	% Change
Reading	Discern facts from a passage (CT3)	5	65.0%	45.7 - 80.9	55.5%	65.7 - 45.4	9.5
	Discern primary purpose (C1, CT3)	4	57.0%	48.8 - 61.7	44.2%	47.8 - 37.5	12.8
	Recognize a valid inference II (CT3)	7	55.8%	43.5 - 80.9	47.7%	63.9 - 38.2	8.1
	Recognize explicit information I	7	59.3%	40.0 - 84.8	51.3%	71.9 - 32.8	10.1

What Can Be Said about Student Learning



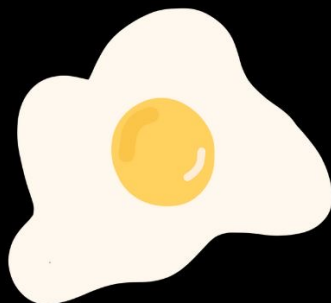
- Strengths & weaknesses that freshmen bring with them
 - What can they already do?
 - What needs to be taught?
- Strengths & weaknesses that seniors leave with
 - What is UNT really good at?
 - What are some areas to focus on?
- What areas show the most growth while students are at UNT?
- How do UNT students compare to others nationally?
- How do racial/ethnic subgroups perform?
 - What student support strategies could be implemented, if needed?

I Had to Get the Data Out of My Office (and into the hands of faculty)



Data & Eggs

DATA & eggs



FUELING FACULTY INSIGHTS ON THE CORE

Wednesday, September 20

9:00-10:30 (come & go if you need)

Union 382

bring your APPETITE and your BRAIN

AND MAYBE YOUR READING GLASSES

Event Objectives

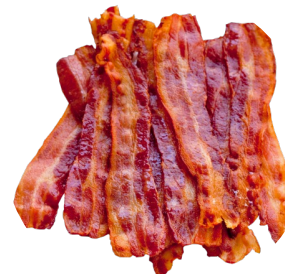
- Get valuable student learning data into the hands of faculty
- Model for faculty the process of digging into a data set
- Hammer home the assessment cycle with an emphasis on learning
- Have something cool to include in my SACSCOC & state reports

Event Overview



- 21 faculty members representing 17 departments, who teach core courses
- 1½ hour working breakfast (come & go is OK)
- Shared contextual information about the EPP, its data, & UNT's core curriculum
- Provided EPP data
 - Proficiency by ethnicity
 - Comparison item analyses for freshmen and seniors for 22-23 and 21-22
 - Freshman analyses over time
 - Senior analyses over time
- Walked whole group through a subset of data (guided practice) then let faculty work alone, with a buddy, or in groups (independent practice)
- Provided a worksheet to capture responses
- Guided from the side while they worked

Considering the Data



Observation from the Data	Proposed Benchmark	Recommendation	Involved Unit
			<input type="checkbox"/> University-wide <input type="checkbox"/> College: _____ <input type="checkbox"/> Dept: _____ Person (opt): _____

Analysis

(what can we say)

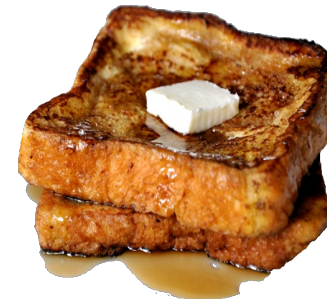
- What strengths/weaknesses do entering freshmen demonstrate?
- What strengths/weaknesses do graduating seniors demonstrate?
- What areas of growth are the strongest? Are of concern?

Use for Improvement

(what can we do)

- What would be good goals for future administrations? (proposed benchmarks)
- What interventions might improve student learning and help to meet these goals? (recommendations & unit involved)

Faculty Insights

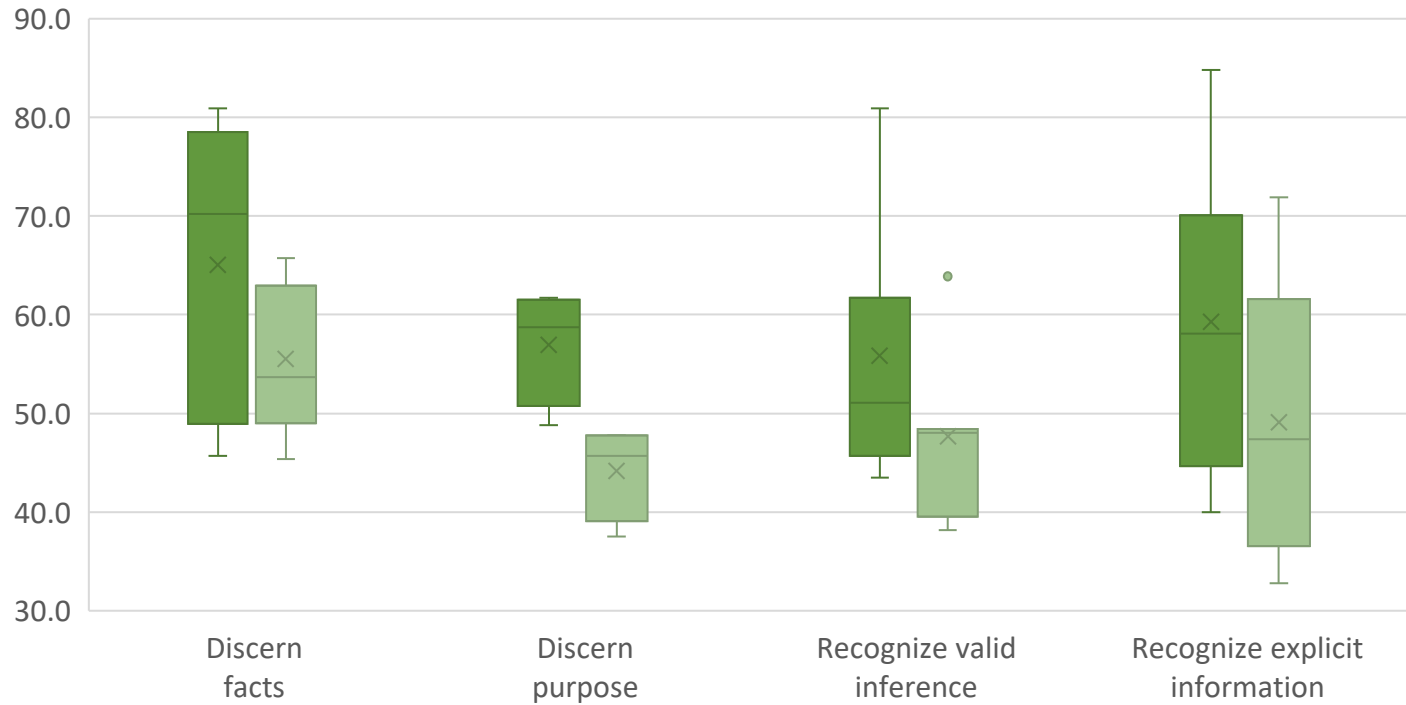


- 11 completed worksheets
 - 38 observations from the data
 - 29 proposed plans for improvement
- For some critical thinking was the key area of concern while others cited reading and writing.
- Faculty are very aware of the impact that COVID has had on student learning for freshmen and seniors.
- Some faculty spent time identifying skills that were not as relevant for students (e.g. data interpretation - % change).
- Some faculty focused on skills that crossed programmatic borders.
- The decrease in scores from freshmen to seniors for the subgroup of African-American students was concerning.

Faculty Insight (Box & Whiskers)

Reading - Multiple Items
Seniors 22-23

■ UNT ■ National



Event Evaluation



- 92% reported increasing their understanding of the process of analyzing student learning data (with 67% increasing their understanding to a great extent)
- 83% reported increasing their understanding of using data to plan for improvements in student learning
- 92% reported that they are likely to use something that emerged from the workshop while working with colleagues in their department, while teaching, and in future course development

“Love the opportunity for think tanks like these!”

“I wish we had a bit more time!”

“Learned a lot.”



**For questions and/or more
information:**

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