# Facilitating Assessment Discussions: Support Units

**Office of Institutional Assessment**

East Carolina University

Office for Faculty Excellence Session

# ASSESSMENT ASSIST
Assessment Help Sessions for
Individuals and Small Groups

Every Monday
11:00 a.m. – 12:00 p.m.
Greenville Centre 2812

Register through Cornerstone by searching "Assessment Assist"

## Assistance Provided in These Areas:

Institutional Assessment Requirements and Guidelines
Editing existing report components
Add assessment report data
Running Reports

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# Office of Institutional Planning, Assessment, & Research
## Greenville Centre, Suite 2800
http://www.ecu.edu/cs-acad/ipar/

### SURVEYS

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Assessment Associate

Kyle Chapman,
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### ASSESSMENT

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Director of Institutional Assessment
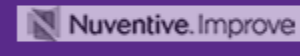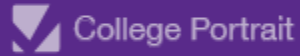
Susan Morrissey,
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# WORKSHOP MATERIALS: AVAILABLE ONLINE

# Institutional Context

"We will be a national leader in the assessment of learning outcomes and the use of innovative teaching strategies."



from *Capture your Horizon: Strategic Plan Extension 2017-2022* (p. 11)

"Often it is a question not of providing evidence that assessment is occurring, but rather of demonstrating in real, tangible ways that the assessments are actually being used to inform planning, decision making, and resource allocation at the institution."

Michael Middaugh

*Planning and Assessment in Higher Education: Demonstrating Institutional Effectiveness*



PLANNING AND ASSESSMENT in HIGHER EDUCATION

Demonstrating Institutional Effectiveness

MICHAEL F. MIDDAUGH

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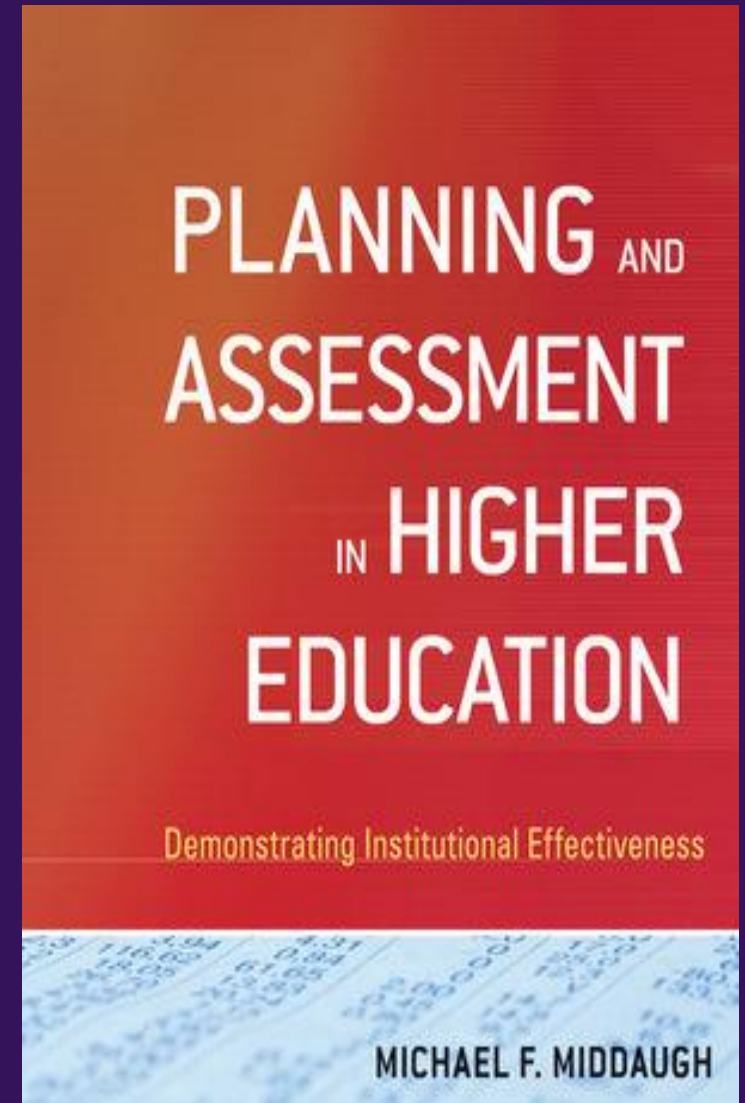
# By the end of today's session, participants will have:

- an introduction to the Institutional Assessment's Educational Programs Discussion Worksheet

- an opportunity to receive IA support with crafting assessment report components.

# Support Units Assessment Worksheets

Support Units Assessment Worksheets

## Overview
This set of worksheets was created to provide a resource that support units can use when discussing assessment in their offices. Although units are not required to use this tool, IPAR recommends it as a useful way to structure assessment-related discussions and working sessions to support assessment reporting.

When conducting working session(s) to discuss assessment results, please have available:
1. summarized data
2. copies of ECU IPAR's Assessment Report Guidelines (http://www.ecu.edu/cs-acad/ipar/Assessment-Resources.cfm).

## Worksheets

This workbook includes worksheets that align with our Nuventive Improve Reporting Areas:
1. Actions Taken Worksheet
2. Results Worksheet
3. Analysis of Results Worksheet
4. Actions Planned Worksheet.

An additional worksheet is available to support evaluation of your assessment process:

5. Evaluating the Assessment Process Worksheet.

TIP:
Print a copy for each outcome.

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# Actions Taken

Actions Taken are a summary of the actions staff took to improve the outcome during the last fiscal year.

1. What changes were made?

2. Was the last action plan implemented?

3. Does the information describe actions taken to improve that are related to the outcome?

# Results

Results are a summary of the data collected from the Means of Assessment (MoA) and should be stated in terms of the Criterion for Success.

1. What results were generated from the MoA?

2. If multiple MOAs were used, are results included for each?

3. Was the Criterion for Success met?

# Analysis of Results

The Analysis of Results should include two parts:

a) a summary of the relationship between Actions Taken by staff to improve the outcome and the Results, and

b) staff's interpretation of the Results and the identification of an area for improvement or reinforcement.

## Part A – relationship between Actions Taken and Results

1. In staff's professional judgment, does it appear that the Actions Taken had an impact on your Results?

2. Why was or was not the criterion for success achieved?

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# Analysis of Results (continued)

Part B – staff's interpretation and area for improvement or reinforcement

3. Based on the interpretation of the results, what area(s) could be improved or reinforced?

4. Were there other factors that could have impacted the Results?  If so, what were they?

# Actions Planned

Actions Planned summarize the steps staff will take to improve or reinforce the area identified in the analysis.

1. What specific steps can staff take to address the area for improvement or reinforcement?

2. Who else needs to know about these findings and next steps?

3. If you will need any resources or support to facilitate these steps, what might they be?

4. Who is responsible for making sure that the actions planned are implemented?   **Note:** For Nuventive Improve, don't enter a person's name; instead, enter the person's title/role.

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# Evaluating the Process

1. Could your unit benefit from updating outcomes if you've measured them multiple years and have been successful at achieving the criterion for success?

2. Do staff members understand how to submit results to the unit assessment coordinator in the appropriate format?

3. What did you find especially effective in the assessment process?

4. What did you particularly dislike about the process?

5. Did you consider adding multiple means of assessment?

6. Is there other institutional data available that could strengthen the assessment of your units?

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# To Make the Process Work

- Involve appropriate staff.
- Schedule meeting(s) after results are available.
  - If using Fall Semester data, consider meeting in the Fall or early Spring Semester.
- Use the worksheets to draft your responses to enter into Nuventive Improve.
- Make sure to enter it by the deadline August 1st.

# Support Units

Detailed Assessment Reporting Guidelines & Examples for Support Units, are available on ECU's IPAR Website:

http://www.ecu.edu/cs-acad/ipar/Assessment-Resources.cfm.

## Assessment Reporting Guidelines
### Support Units

All support units are required to have assessment plans (outcomes, means of assessment and criterion for success) and report the components below annually in TracDat.

Annual Assessment Reports Due:

August 1st

### Report Components

**1. Report Component: Actions Taken**
Actions Taken are a summary of the actions staff took to improve the outcome during the last fiscal year.

**Questions to consider:** *What changes were made? Was the last action plan implemented?*

**2. Report Component: Results**
Results are a summary of the data collected from the Means of Assessment (MoA) and should be stated in terms of the Criterion for Success.

**Questions to consider:** *What results were generated from the MoA? Were multiple MoAs used? Was the Criterion for Success met?*

**3. Report Component: Analysis of Results**
The Analysis of Results is a summary of the relationship between Actions Taken by staff to improve the outcome and the Results. It includes staff's interpretation of the Results and the identification of an area for improvement or reinforcement.

**Questions to consider:** *In staff's professional judgment, does it appear that the Actions Taken had an impact on your Results? Were there other variables that could have impacted the Results? If so, what were they? Based on the interpretation of the results, what area(s) could be improved or reinforced?*

**4. Report Component: Actions Planned**
Actions Planned summarize the steps staff will take to improve or reinforce the area identified in the analysis.

**Questions to consider:** *What specific steps can staff take to address the area for improvement or reinforcement?*

### Supporting Documentation (optional)
Attach documents to support any report component if appropriate (e.g., meeting minutes, reports, data tables, etc.).

*Stand-alone support units report on only 2 outcomes.*
*Support units that contain multiple units (rolled up) report on 1 outcome per individual unit.*

*Individual divisions/colleges may set earlier deadlines and/or more requirements for reporting annual assessment data. Although individual assessment requirements may differ slightly from the institution's requirements, they must meet all institutional expectations.*

**Report Example:**

Outcome: Increase the diversity of Assistive Technology Center users so that they represent various programs across campus and the community.
MOA: Sign-in records to document the number, purpose and affiliation of users of the Assistive Technology Center.
CFS: At least 60% of the users are from outside of the Special Education, Foundations and Research Department (SEFRD).

Includes specific actions taken during the year. References last year's action plan

**1. Actions Taken:** The actions planned for this year included meeting with specific departments to share information about center resources, such as sessions and labs, and to make suggestions for how to embed them in their courses. The director was able to meet with faculty from Department of Communication Sciences (Speech, Hearing and Language Clinic) and Human Development and Family Science (HDFS). Meetings with Reading Education and Elementary Education program areas were not scheduled due to time constraints and other items that needed attention/time. The director made queries about how to obtain promotional materials, but did not order any during this academic year due to the need to find funding that will allow this type of purchase. Templates for brochures were developed and are currently under review.

Results stated in terms of Criteria for Success

**2. Results:** The total number of participants in the Assistive Technology Center professional development sessions for 2015-2016 was 1485 individuals: SEFRD = 180 (12%); Outside SEFRD = 1267 (85%); Unidentified = 38 (3%). See the attached table. The criterion of 60% being outside SERFD was met.

Comparison to last year's results and judgment on whether actions had an impact

**3. Analysis of Results:** Compared to last year, there was growth in the number of participants outside of SEFRD (67% vs 85%). These are primarily a mix of Occupational Therapy, Speech Language, and HDFS students, as well as other majors who take the SPED 2000 course. While we weren't able to implement all of the actions planned from the previous year, meetings between the director and faculty were effective in diversifying participants. The final percentages highlight the need to increase COE numbers by inviting Reading and Elementary Education programs as well as others from COE to embed a specific professional development session(s) that is relevant to their particular program/course.

Area for improvement or reinforcement

**4. Actions Planned:** The director will 1) work on identifying available monies for promotional materials to increase awareness of the Assistive Technology Center and its offerings across COE and university; 2) will identify specific professional development sessions that will align with specific programs, and meet with faculty in those programs to seek inclusion of a session in one or more courses; and 3) the director will seek an approved finalized brochure template and develop/disseminate center information via the brochure. It is anticipated that these actions will promote the center's mission and allow for a broader audience to engage with the Assistive Technology Center.

Actions specifically targeting area for improvement or reinforcement

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