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

SURVEYS

Joe Geglio, Assessment Associate
Kyle Chapman, Survey Coordinator

ASSESSMENT

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### Assessment Resources

**Nuventive Improve Manual (formerly TracDat)**

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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
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

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](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.
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?
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.
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?
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.

Report Examples:
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.
CPS: At least 60% of the users are from outside of the Special Education, Foundations and Research Department (SFRD).

1. Actions Taken: The actions planned for this year included working 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 [CSHL] 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 took priority. Staff also worked with the Office of Institutional Research and Development to design and implement the first phase of an internal marketing campaign to increase the visibility of the center and attract new users. The campaign was successful and we received an 8% increase in the number of new users.

2. Results: The total number of participants in the Assistive Technology Center increased. Data shows that in 2015-2016, 5480 individuals used STPD, in 2016-2017, 5618 individuals used STPD, in 2017-2018, 5630 individuals used STPD, in 2018-2019, 5570 individuals used STPD and in 2019-2020, 5640 individuals used STPD. This represents an increase of 18%.

Support Documents (optional)

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

Area for Improvement or Reinforcement

Actions specifically targeting area of improvement or reinforcement

Inclusive specific actions taken towards fulfilling last year’s action plan

References last year’s action plan

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