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
- Adding Assessment Report Data
- Running Reports

ECU
OFFICE OF INSTITUTIONAL PLANNING, ASSESSMENT, & RESEARCH
Greenville Centre, Suite 2800
http://www.ecu.edu/cs-acad/ipar/

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ASSESSMENT
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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. II)
“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 Institutional Assessment’s Support Units Discussion Worksheets

• 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).

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

1. Actions Taken: The actions planned for this year included wording with specific departments to share information about center resources, such as sessions and help, and to make suggestions for visiting them in their course. The director was able to meet with faculty from Department of Communication Sciences Speech, Hearing and Language (CSSH), 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 were more pressing. This year had very little funding for promotion, but did order any during this academic year due to the need to find funding that will allow the type of purchase. Templates for brochures were developed and are currently under review.

2. Results: The total number of participants in the Assistive Technology Center professional development sessions for 2015-2016 was 5480 individuals. 5190 = 12%. Underclass: 560 = 10.4%. (Undetermined = 38%). See the attached table. The criteria of 60% being outside SED was met.

3. Analysis of Results: Comparison bar graph shows growth in the number of participants outside of SED (36% vs. 55%). These are primarily a mix of Clinical Therapies, Speech Language, and P&N's students, as well as other majors that take the SPEQ 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 systems by involving teaching and technology education programs as well as others. MOA: To embed a specific professional development session that is relevant to the COE, center programs/course.

4. Actions Planned: The director will work on identifying available resources for promotional materials to increase the diversity of the Assistive Technology Center and its offerings. Across COE, and university wide. We 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 (iii) the director will seek an approved final slide brochure template and develop information campaigns to further raise awareness and interest.

Area for Improvement or Reinforcement

Inclusive specific actions taken to increase diversity of participants outside of COE, 2015-2016.