MAKING YOUR ASSESSMENT FINDINGS APPETIZING AND DIGESTABLE

THEN SERVING THEM UP!

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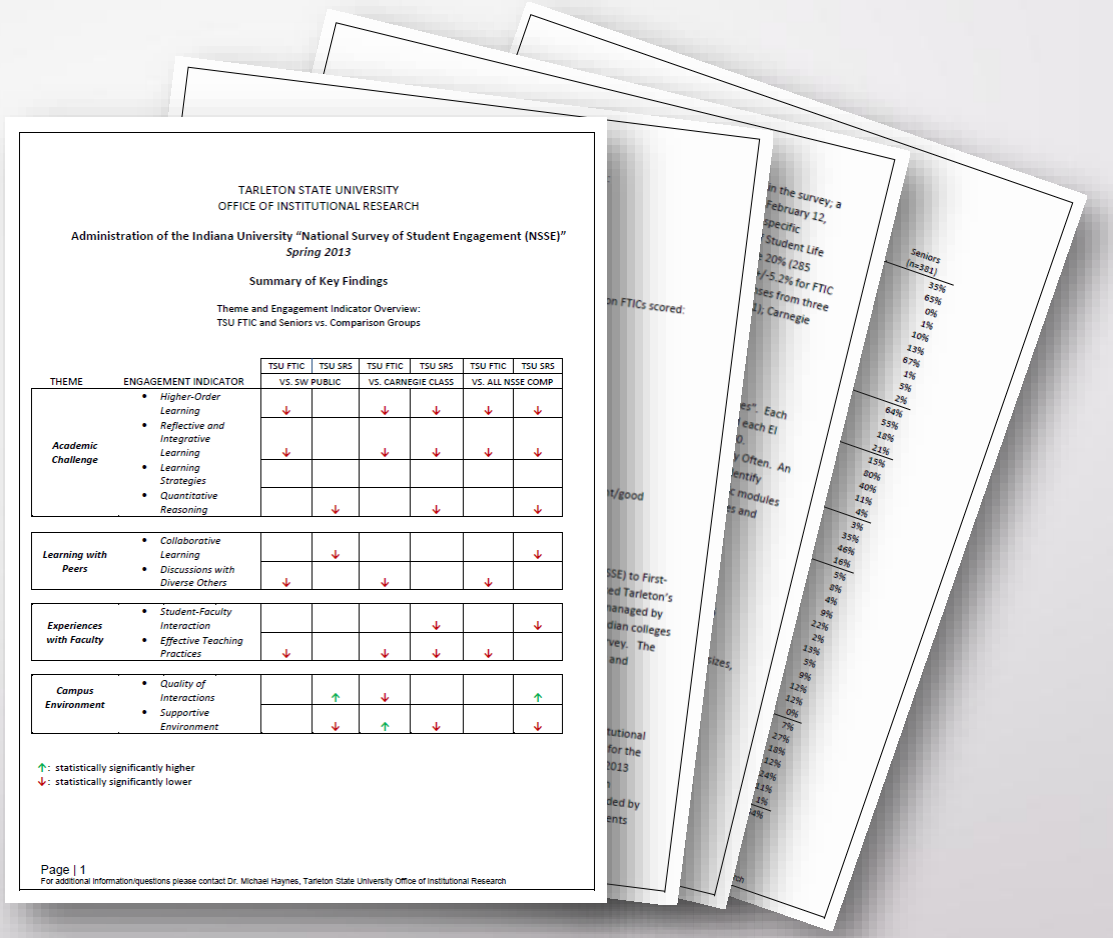
Ok, who's ready to read and interpret these reports???

Or would you rather read something like these??



TARLETON STATE UNIVERSITY
OFFICE OF INSTITUTIONAL RESEARCH

Administration of the Indiana University "National Survey of Student Engagement (NSSE)"
Spring 2013

Summary of Key Findings

Theme and Engagement Indicator Overview:
TSU FTIC and Seniors vs. Comparison Groups

THEME	ENGAGEMENT INDICATOR	TSU FTIC vs. SW PUBLIC	TSU SRS vs. SW PUBLIC	TSU FTIC vs. CARNEGIE CLASS	TSU SRS vs. CARNEGIE CLASS	TSU FTIC vs. ALL NSSE COMP	TSU SRS vs. ALL NSSE COMP
Academic Challenge	• *Higher-Order Learning*	↓		↓	↓	↓	↓
	• *Reflective and Integrative Learning*	↓		↓	↓	↓	↓
	• *Learning Strategies*						
	• *Quantitative Reasoning*		↓		↓		↓
Learning with Peers	• *Collaborative Learning*		↓				↓
	• *Discussions with Diverse Others*	↓		↓		↓	
Experiences with Faculty	• *Student-Faculty Interaction*				↓		↓
	• *Effective Teaching Practices*	↓		↓	↓	↓	
Campus Environment	• *Quality of Interactions*		↑	↓			↑
	• *Supportive Environment*		↓	↑	↓		↓

↑: statistically significantly higher
↓: statistically significantly lower

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For additional information/questions please contact Dr. Michael Haynes, Tarleton State University Office of Institutional Research

What are the obstacles that prevent administrators from using institutional wide, student level, and VERY EXPENSIVE assessment findings??

- Omnibus findings can be very overwhelming and result in reluctance to distribute to direct reports
  - Delivered assessment reports are typically heavy on data and statistical analysis
  - Most administrators prefer key points /big picture view
- Findings can be perceived as “threatening”
  - Can be perceived as drawing attention to sub-par programs/initiatives
  - Identifies areas where constituents needs are not being met
- How do we implement programming/initiatives to affect change?

Promising Practices for Using Assessment Results

- Embedding assessment into institutional processes such as program review or governance structures
- Securing support from administrative leadership by
  - Making resources available for and supporting the professional development of faculty and staff
  - Providing a vision for assessment
  - Providing and encouraging space for discussion and collaboration
- Engaging faculty in and fostering ownership of assessment
- Sharing information widely regarding assessment and results of assessment to both internal and external audiences

(G. R. Baker et al., 2012, p. 5)

Consider Carefully Your Audience and the Appropriate Form for Dissemination of Assessment Findings

- Departmental
- Divisional
- Campus-Wide
- System-Wide
- State
- Regional
- National

- Students
- Faculty
- Staff
- Administrators
- Student, Faculty and Staff Governance Groups
- Taskforce and/or Committee Structures
- Local and/or Regional Community

Getting the Attention of your Constituency!!

- Office of Institutional Research & Effectiveness has identified a new approach!
  - Idea from TED Talks
    - Collaboration with Tarleton's Center for Instructional Innovation
    - CIRP Summary Release Video
    - Keep the video brief as not to lose the attention of your audience; using just enough to pique their interest
  - Do ANYTHING within appropriate limits to get their attention!!
    - Campus news release
    - Social Media
    - Collaborating with student organizations

Getting the Attention of your Constituency!!

- CIRP Summary Release Video
- Concise, user-friendly, executive summaries
  - CIRP Executive Summary
  - NSSE Executive Summary
  - Makes the findings more palatable
  - Make it user-friendly while thought provoking….AND NON-THREATENING!!!

Getting the Attention of your Constituency!!

- What to include in your executive summaries
  - Key Findings: get the crucial points right up front! Include the positive as well as the areas for possible improvement!!!
  - Methodology: give a nod to show you had appropriate research design, protocols, sampling, etc…
  - Contents: tell them what's in it and where!!
  - Demographics/Profile: what does the sample look like??
  - Means vs. Means… what's statistically significant… but more importantly, what's the Effect Size!!
  - Any paired sample questions: demonstrates longitudinal changes on individual students!!
  - AND, always provide links to each sections full report online!!

Getting the Attention of your Constituency!!!

- One-on-One meetings with constituents!!!
  - VPs, Deans, Department Heads
  - Put the responsibility on them… Instead of saying "call us to schedule a meeting…", say "our administrative assistant should contact *who* to schedule a discussion with your group??"
  - Identify 2-3 key points that are relevant to their reporting lines
  - Identify something that YOU can suggest interventions/programming for to improve response means
  - Can you correlate other data with response rate?? T & T… trends and triangulation provide undeniable evidence!!!

NSSE Longitudinal Means Report

References

Baker G. R., Jankowski N. A., Provezis S., & Kinzie J. (2012). *Using Assessment Results: Promising Practices of Institutions That Do It Well.* University of Illinois at Urbana-Champagne: National Institute for Learning Outcomes Assessment.