Communicating Assessment Results

(RE) Opening the Assessment
Toolbox (Part 2)

Martha Smith Sharpe
Old Dominion University

Southern Association of Colleges and Schools
The Commission on Colleges
2005 Annual Meeting
December 3, 2005

Communicating Assessment Results

1

Presentation Outline

- Ways to Deliver Results
- Knowing your Audience
- Presenting Useable Results

- What is Assessment and Why Is It Important
- Using Graphics
- Oral Presentations

Communicating Assessment Results

2

1

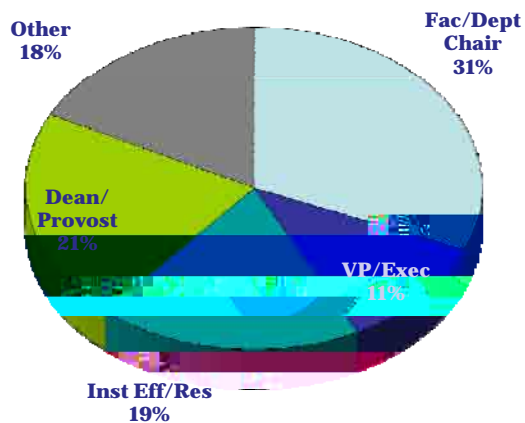# Ways of Delivering
Assessment Results (not mutually exclusive)

- Written Report
- Web Presentation
- Handouts
- Graphics Tables and Charts
- Oral Presentation
- Mixed Formats

Communicating Assessment Results **3**

Know Your Audience

Other 18%
Fac/Dept Chair 31%
Dean/ Provost 21%
VP/Exec 11%
Inst Eff/Res 19%

Communicating Assessment Results **4**

Appreciating Multiple Perspectives

- With regard to assessment results, what are the concerns of . . . .
  - Presidents . . .
  - Provosts . . .
  - Department Chairs/Faculty . . .
  - Institutional Effectiveness/Assessment/ Institutional Research Officers . . . .
  - Others On Campus . . .
  - External Constituencies
- Liberal arts and sciences vs. professional academic programs
  - Presence or absence of professional/ specialized accreditation requirements
  - Licensure/certification requirements of graduates
  - World view differences
  - Research methods and standards of evidence

Communicating Assessment Results **5**

Moving from Analysis to Presentation

- **Knowing when to leap from analysis to presentation**
- **Discussing methodology – with a roomful of experts with differing opinions – be prepared to defend your position**
- **Use of triangulation across different types of data collections – look for converging evidence**

Communicating Assessment Results **6**

Presenting Usable Results

- Presenting assessment results in such a way that they can be used to support decisions and make changes
- Organized, coherent, telling a story
- Know what the key decisions are
- Look for teachable moments
- Be prepared to provide just-in-time

Jim Nichols'
Grade Book Analogy:
How you can use student performance to assess program strengths and weaknesses? – a way to conceptualize the process

Typical Grade Book

	Grading Dimensions						
Student							Student Performance
#1							
#2							
#3							
#4							
#5							
#7							
#8							
#9							
#10							

Adding Student Learning Outcomes as Column Dimensions

- Unit of analysis changes from an individual course to the academic program
- Individual student performance is mapped based on achievement of particular outcomes
- Achievement of each outcome may be

A Conceptual and Functional Tool

- Again, how the student performance data is mapped into this matrix can vary depending on the particular measures used.
- Once particular strengths and weaknesses are identified, analysis of how the curriculum is delivered should ensue.

A Concrete Example

Political Science
B.A./B.S. *Intended (Student) Outcomes*

- Understanding of the *central themes, concepts, and political institutions* in political science.

- Develop *analytical and critical thinking skills*.

- Develop

Political Science B.S./B.A.								
	Learning Outcomes							
	1	**2**	**3**	**4**	**5**	**6**		
Student	**know concepts, institutions**	**analytical critical think skills**	**effective writing**	**effective verbal comm skills**	**res method, computing skills**	**multidisc know, multicult pers**	**Student (Row) Measure - Average**	**Std Dev**
#1	80	79	85	65	77	80	78	6.7
#2	90	93	92	82	96	96	92	5.2
#3	79	80	82	71	72	66	75	6.3
#4	98	96	94	89	98	92	95	3.6
#5	82	82	84	78	78	80	81	2.4
#7	68	62	70	68	60	58	64	5.0
#8	90	92	94	87	89	88	90	2.6
#9	78	72	78	68	72	82	75	5.2
#10	95	95	91	84	94	88	91	4.4
Column Measure-Average	84	83	86	77	82	81	82	3.1
column std. dev	9.5	11.6	8.1	9.1	13.1	12.3	10.2	