#Assessment: A Framework for Deciding What and How to Report Assessment Results
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NDSU

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Framingham State University
Who decides what is reported?

• Campus Culture
• Different administrative structures of agendas and authority
  – Faculty?
  – Assessment Committee?
  – Administration?
  – Assessment Director?
  – Accreditation/Governance/State
What is Reported?

• Balancing act for assessment offices
• What is reported?
• Ethical considerations?
  – Just the good stuff?
  – How candid can you get?
  – Entire report?
• Campus culture
  – Unit culture
A Point of Departure (Ewell, 2001)

Provided a continuum for decisions related to what to report

• Gives a sense of the range of possible solutions without necessarily identifying a “best” solution

• Paper focused on what accreditors might consider; apply that idea to what we might report
Student Learning Outcomes

Key Considerations: Audience, purpose, potential use of report, mechanism of communication, risk of unintended consequences
Assessment Methods and Analysis

General tools (e.g., survey)

Detail and technical aspects (development, etc.)

Key Considerations: Audience, purpose, potential use of report, mechanism of communication, risk of unintended consequences
Results

Key Considerations: Audience, purpose, potential use of report, mechanism of communication, risk of unintended consequences
Use of Results

No Use → Everything (good, bad, ugly)

Key Considerations: Audience, purpose, potential use of report, mechanism of communication, risk of unintended consequences
Know Your Audience

- Tailoring content for your audience
  - Varied interests, locations, stakes and time

- Questions to consider
  - What are the needs of a particular audience?
  - What data meets that need?
  - How much information is sufficient?
  - What data formats are best suited?
  - What medium works best?
Know Your Audience
How Often do Your Assessment Reports Look Like This?
Would that kind of report be read and understood by someone who is more accustomed to seeing:
For this,
you die in your sleep.
Ellen DeGeneres
@TheEllenShow

If only Bradley's arm was longer. Best photo ever. #oscars pic.twitter.com/C9U5N0tGap

Or:

7:06 PM - 2 Mar 2014
Or:

Dec 22, 2010 10:18 PM

I'll be there in 5 minutes. If not, read this again.
Not to suggest that we or our students are not smart enough to understand a full assessment report…

But the traditional, written assessment reports are usually intended for two audiences:

• Accreditors
• Internal audiences

Why would we expect them to be of any value to students, parents, the governing board, or the general public?
Start by Identifying Your Audiences

<table>
<thead>
<tr>
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<tr>
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<td></td>
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Why Consider Audiences Beyond Accreditors and Administrators?

• As a public land-grant institution, a big part of our mission is to serve the people of the state
  – Therefore, we need to share what we are doing and how we are improving!
  – Accountability

• Private institutions may not have the same mission, but certainly there is benefit in sharing how the institution is benefiting the community and those who attend it
The Risk of Sharing to Multiple Audiences

• You can lose control of your message (lost in translation)

• Dirty laundry
  – How will you share “bad news?”
  – Have it next to the washing machine?
  – But, if only share “good news,” may lose credibility and be seen only as PR
Develop the Key Message for Each Audience

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Key Message

• What is the take-away message that you want this specific audience to receive?
• If assessment were a “brand,” what tagline would you put with it?
• What message(s) does your institution seek to share with these various audiences?
## Develop the Key Message for Each Audience

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Determine How that Message Will be Shared

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Purpose
The purpose of assessment is to promote student learning and development through a systematic process of gathering and using assessment evidence to improve programs and services.

Annual Student Learning and Development Reports are the primary mechanism used to communicate regarding assessment to our many stakeholders. This report will become part of the university's accreditation materials, will be shared on the Assessment Department's website, and will be reviewed by the University's Assessment Committee.

Due Date
Reports are due on November 1st and should be sent to jeremy.penn@ndsu.edu and copied to your supervisor.

Page Limit
Please limit the report to 5 pages. Attachments (such as copies of rubrics, charts, graphs, survey results, etc.) do not count toward the page limit.

Suggested Format for Assessment Report

Reporting unit: (Department, program, or major activity)

Person(s) completing report: (Your name)

Assessment Plan Information

Mission Statement: (What is the mission of this reporting unit?)

Status of implementation of assessment plan: (For example, “year 1 of 3,” or, “Assessment plan has been modified in this way…” or, “no assessment plan currently available, in process of development.” You may also refer to last year’s report if your unit does not maintain an active Assessment Plan.)

Student Learning and Development

Student Learning and Development Outcomes (SLDO): (List the student learning / development outcome(s) assessed in this assessment cycle. Include at least 1 SLDO here. Briefly state how the SLDO is linked to the Student Affairs Learning Agenda. Briefly state how the SLDO is aligned with the University Learning Outcomes approved by the Faculty Senate on

1 See Appendix A.
Assessment Framework for Academic and Administrative Support Services

Office of Institutional Research and Program Assessment
Baruch College – City University of New York

September 1st, 2008
Academic Year: 
College / Campus: 
Baccalaureate Degree Program: 

Please complete all portions of this template for each degree program. 
See assess.psu.edu and program assessment process for further information. 

1. Learning objectives 
Provide a complete list of all learning objectives for this program. 

2. Learning objective selected 
Identify the learning objective that you chose to assess and upon which you are reporting. 

3. Relationship to General Education 
Does the learning objective relate to the goals or objectives of General Education? 
Circle yes / no 

If yes, indicate the degree to which this objective is satisfied outside of General Education. 
exclusively / primarily / partially 

4. Data collection 
Describe the evidence used to address the learning objective (indicate the course(s), the assignments, the survey, etc.). Make sure that the evidence collected aligns with the program objective chosen. 

5. Data analysis 
Describe the data analysis process (by whom, how communicated and shared, with what criteria for successful mastery). If a rubric was used for data analysis, attach a copy. 

6. Data summary 
Provide a brief summary of the data, either in prose or in a table, chart or graph. 

http://www.assess.psu.edu/
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● Internal listserv messages |
| Students                                      | “Committed to improving student learning and the student experience”        |                                                                 |
| Parents and prospective students             | “A great place to learn and develop”                                        |                                                                 |
| General public                                | “Student focused institution supporting the future of the state and region” |                                                                 |
Reports by Department and Program

Below are the most recent student learning and persistence reports by department and program. Please contact Jeremy.Penn@ndsu.edu if you have any questions.

Bison Connection

- Responded to 27,661 phone calls and 5,210 email messages from students and parents with questions about registration, finances, or other campus questions.

- Called students who completed a semester at NDSU but did not graduate and were not enrolled for the subsequent semester. 32% of the students who were contacted did enroll for the subsequent semester after the phone call. Top reasons reported by students for not continuing enrollment were financial or costs, location, major not offered, personal reasons, military, and to pursue other career.

Counseling Center

View Full Report

- 360% increase in the number of students using the Counseling Center from 2006-2007 to 2012-2013 (332 students used the Counseling Center in 2006-2007 while 1,195 students used the Counseling Center in 2012-2013).

- The retention rate for first-year students receiving services from the Counseling Center (72.54%) is nearly as high as the retention rate for all NDSU first-year students (77.98%).

- The Counseling Center offers a wide variety of retention support programming, including Managing Your Mood,
The Office of Assessment is responsible for providing assessment support to the following academic and service programs in the newly created Division of Academic and Student Affairs (DASA). Along with each support area are links to that areas' website and their latest assessment outcomes.

<table>
<thead>
<tr>
<th>Academic Programs and Services</th>
<th>Website</th>
<th>Outcomes</th>
<th>Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial Center</td>
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<tr>
<td>First Year College (FYC)</td>
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<tr>
<td>University Honors</td>
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<td>University Scholars</td>
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<tr>
<td>TRIO Programs (Upward Bound &amp; Talent Search)</td>
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<tr>
<td>Student Support Services</td>
<td></td>
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<tr>
<td>Undergraduate Research</td>
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Reports are sorted by topic area (interest area) instead of by department!
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● Twitter  
● Posters / table tents  
● Infographics |
| Parents and prospective students | “A great place to learn and develop” | |
| General public | “Student focused institution supporting the future of the state and region” | |
Want to graduate in 4 years? Use the Wellness Center!

- Used Wellness Center in first semester: 27%
- Did not use Wellness Center in first semester: 18%

- Did not graduate in 4 years
- Graduated in 4 years

- Membership included in your student fees.
- Basketball, cardio, weights, classes, and more!

www.ndsu.edu/wellness
BEFORE ONE MORE:
Make Healthy Choices About Alcohol

Percent of NDSU students who reported driving under the influence of alcohol

50%  25%  0%

2005  2012

45.8%  24.1%

24% is still too many!
Avoid negative consequences from alcohol by not driving if you choose to drink.

ndsue.edu/alcoholinfo

Data from the CORE Alcohol and Other Drug Survey

@NDSU_SA_Assess
http://www.ndsu.edu/vpsa/assessment/
### Alumni Job Preparation

#### Kansas State University

843 Alumni responded to the online survey.

96.4% of respondents are currently employed, continuing their education, or both.

#### How well did KSU prepare you for your present job?

- Well: 39.7%
- Fairly Well: 31.3%
- Excellent: 24.7%
- Inadequately: 4.3%

<table>
<thead>
<tr>
<th>Alumni whose jobs require these skills</th>
<th>K-State Preparation for Skills Needed in the Workplace</th>
<th>Alumni who report using these skills and report that enough emphasis was placed on them</th>
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</thead>
<tbody>
<tr>
<td>87%</td>
<td>Problem Solving</td>
<td>67%</td>
</tr>
<tr>
<td>87%</td>
<td>Working with a Diverse Group of People</td>
<td>72%</td>
</tr>
<tr>
<td>86%</td>
<td>Technology Skills</td>
<td>62%</td>
</tr>
<tr>
<td>72%</td>
<td>Use specialized software</td>
<td>62%</td>
</tr>
<tr>
<td>71%</td>
<td>Speaking to a Group</td>
<td>67%</td>
</tr>
<tr>
<td>65%</td>
<td>Written Communication</td>
<td>69%</td>
</tr>
<tr>
<td>60%</td>
<td>Math Skills</td>
<td>67%</td>
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2/3 of Alumni feel like KSU has given them an ADVANTAGE over other employees from different universities.

Find detailed survey information from the Office of Assessment at [http://www.k-state.edu/assessment/surveys/alumnisurvey/](http://www.k-state.edu/assessment/surveys/alumnisurvey/)

https://www.k-state.edu/assessment/surveys/infographics/
THE UALBANY STUDENT AT A GLANCE

WHAT STUDENTS SAY.

Lack of sleep is one of their major stressors.
If you could start over again, would you still choose UAlbany?
65% said YES

WHO OUR STUDENTS ARE.

2% are veterans.
9% identify as LGBT.
30% of students say they are responsible for 76-100% of their college expenses.
23% of students are first generation college students.

WHAT STUDENTS DO.

50% study more than 10 hours per week.
60% live on campus.
95% use their UAlbany email account.
80% prefer to study alone.
63% are a member of at least one student club or organization.
48% change their major at least once.

WHERE ARE STUDENTS GOING?

32% of students plan to work in the private sector
while 10% plan to work for non-profits.

48% of Seniors are actively seeking employment.

60% of seniors have had either an internship or employment in their field of interest prior to graduating.

30% of seniors have utilized on-campus job fairs. Up from 24% in 2010!

42% of students expect to earn between $30-50K their first year of employment.

56% of students plan to attend graduate or professional school immediately after they graduate.

DATA SOURCES

380 respondents to the NASPA Consortium: Campus Center & Programming Student Survey administered electronically through Campus Labs between February 13 and April 16, 2013.
375 respondents to the NASPA Consortium: Campus Recreation Student Survey administered electronically through Campus Labs between February 13 and April 20, 2013.
1,085 respondents to the NASPA Consortium: Career and Personal Aspirations Student Survey administered electronically through Campus Labs between February 13 and April 26, 2013.
Creating an Infographic

- Stand-alone software (Adobe Illustrator, Microsoft Publisher, etc.)
  - Warning, some may come and go
- Tableau
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● Twitter / social media  
● Posters / table tents  
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| Parents and prospective students | “A great place to learn and develop” | ● Packet of materials during visit  
● Twitter / social media |
| General public                  | “Student focused institution supporting the future of the state and region” | |

NDSU NORTH DAKOTA STATE UNIVERSITY

DIVISION OF STUDENT AFFAIRS ASSESSMENT
Twitter

- If supported by IT, can be used as a newsfeed on your website
- Run into students who are “oversharers”
  – (see “Overheard at…” at your own risk NSFW)
- Takes a great deal of effort to get students to follow you!
- Perhaps most valuable to interact with students by following your institution’s key words (#NDSU, #NDSUprobs, etc.)
- If you have a student worker, can he / she manage your account for you?
Facebook

• Generally users have to “like” your page in order to receive your updates
• Even if users “like” your page, no guarantee they will see your updates (unless you pay to “promote”)
• Can require substantial amount of work to get students / others to like your page
• Requires regular, ongoing updates and maintenance, responding to posts, etc.
Summary of Social Media

• Not all students are highly engaged in social media
• Those that are may not be that interested in engaging with you!
• Takes time and is most valuable when you connect with students and others – meet them where they are
• Need to have a message or something interesting you are trying to convey
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| General public                                | “Student focused institution supporting the future of the state and region”  | ● University press releases  
● Assessment website  
● Twitter / social media |
University Press Releases

• Most institutions have an office dedicated to public relations
  – Collaborate with them!
  – Traditional “press releases” can still work
  – Having others help you promote your message can give you a big return on your investment of time
## Plan your Timing of the Messages

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<td>Monthly meetings; update website every semester</td>
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<td>Students</td>
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<td></td>
<td>Daily Twitter updates; 1 campaign annually</td>
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<tr>
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<td>Update materials every year</td>
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<td>At least one PR every semester</td>
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Timing

• When will you have something to share?
• When will the message be most relevant to your audience?
• What can you and / or your office reasonably accomplish?
Final Tips: Collaboration

• The assessment office cannot be the only office trying to communicate assessment results
  – More “bang for your buck” if your departments get involved in sharing their assessment work as well
Final Tips: Intentionality

• Clear communication does not happen accidentally
• Are you just hoping someone will “surf by” your website?
• Take control of what message you want to convey
Final Tips: Multiple Forms of Communication

• Some students don’t read any emails
  – But some do!
• Some students are active in social media and others are not
• Some students will read your posters (and perhaps others cannot read at all!)
Final Tips: Be Engaging and Creative

• Have students help you design and create the posters, infographics, or even help you manage your Twitter account

• Find ways to evaluate what is working and what is not (e.g., hits to your website, RTs, Likes, response from focus groups, etc.)
  – Then ditch what isn’t working!
NOW THAT'S JUST DESPERATE.

AH, BUT YOU'RE TALKING TO ME!

HI JEREMY. HOW WAS YOUR DAY?
From an assessment report (courtesy Larry Peterson):

“Students are asked to summarize the key points of the days lecture and write questions about anything that is not clear. The following class period, unclear information is presented.”