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



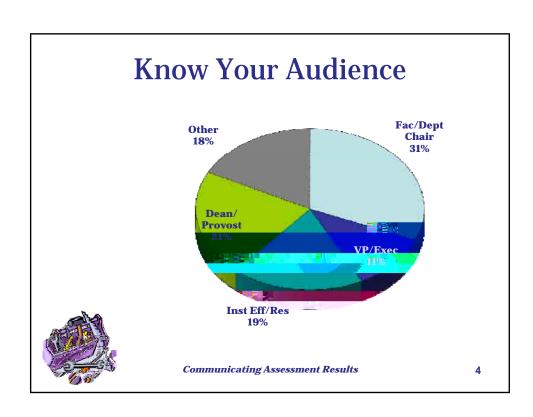
Communicating Assessment Results

Ways of Delivering Assessment Results (not mutually exclusive)

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



Communicating Assessment Results



Appreciating Multiple Perspectives

- With regard to assessment results, what are the concerns of . .
 - Dungidanta
 - 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

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

Do numbered to numeride treat 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



Communicating Assessment Results

11

Typical Grade Book

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

Communicating Assessment Results

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.



Communicating Assessment Results

17

A Concrete Example



Communicating Assessment Results

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) Measur e - 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		