

Transforming Assessment Feedback:

Harnessing Data, Building Bridges, Closing Loops, and other
Tales of Heroism between Assessment and IR

Western Carolina University

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Director of Assessment

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Western Carolina University

INSTITUTION

- Regional comprehensive
- 115 UG majors
- 33 Masters
- 4 Doctorates

STUDENTS

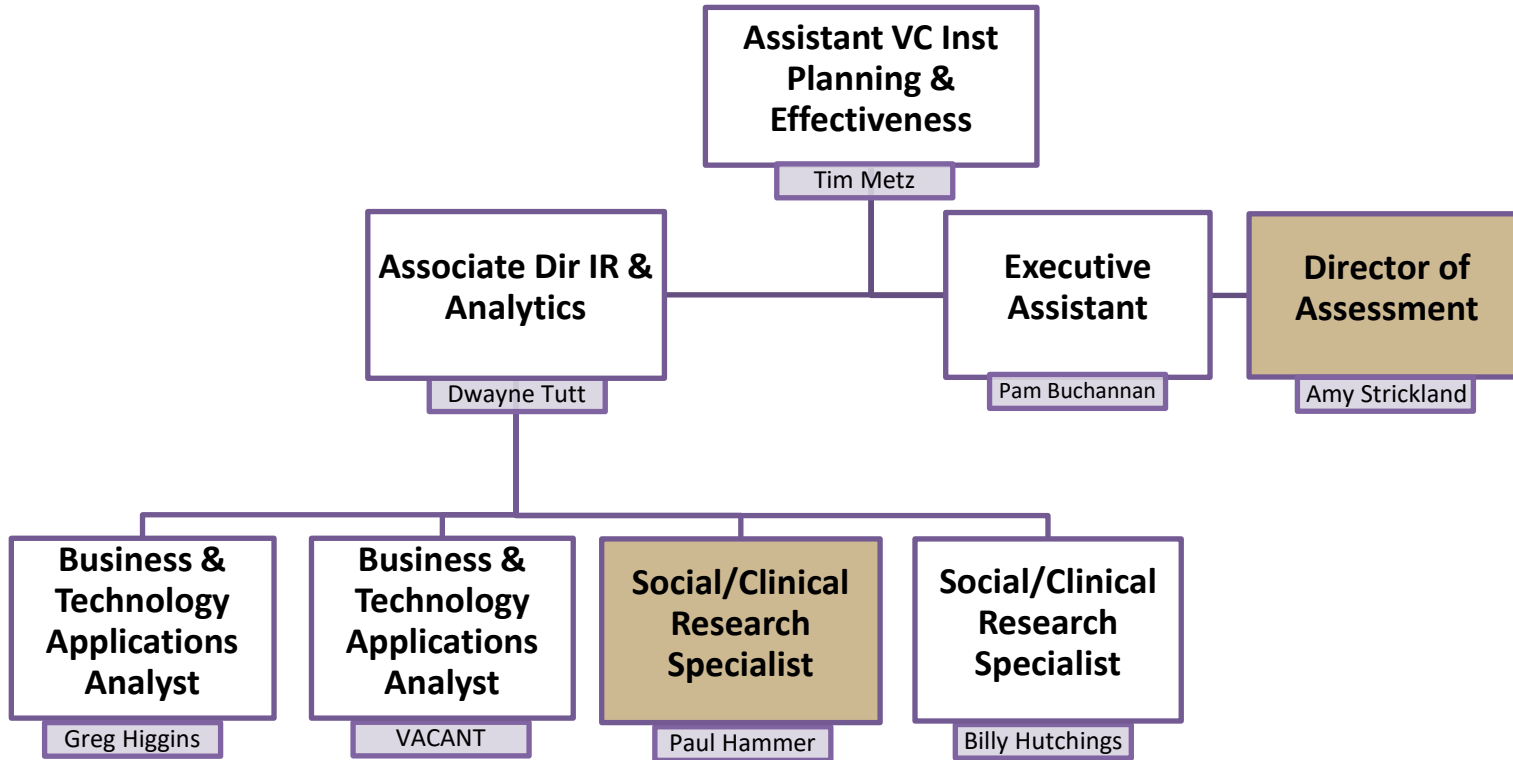
- 12,167 Headcount
(10,459 UG & 1,698 Grad)
- 80% White
- 57% Female

FACULTY / STAFF

- 513 FT Faculty
- 242 PT Faculty
- 1,009 Staff

ASSESSMENT

- ___Educational Programs
- ___Administrative & Student Success Units
- ___Outcomes



OFFICE OF INSTITUTIONAL PLANNING & EFFECTIVENESS (OIPE)

PEER REVIEW OF ASSESSMENT REPORTS

Summer 2017

July 16-19, 2018

17 Faculty

Summer 2018

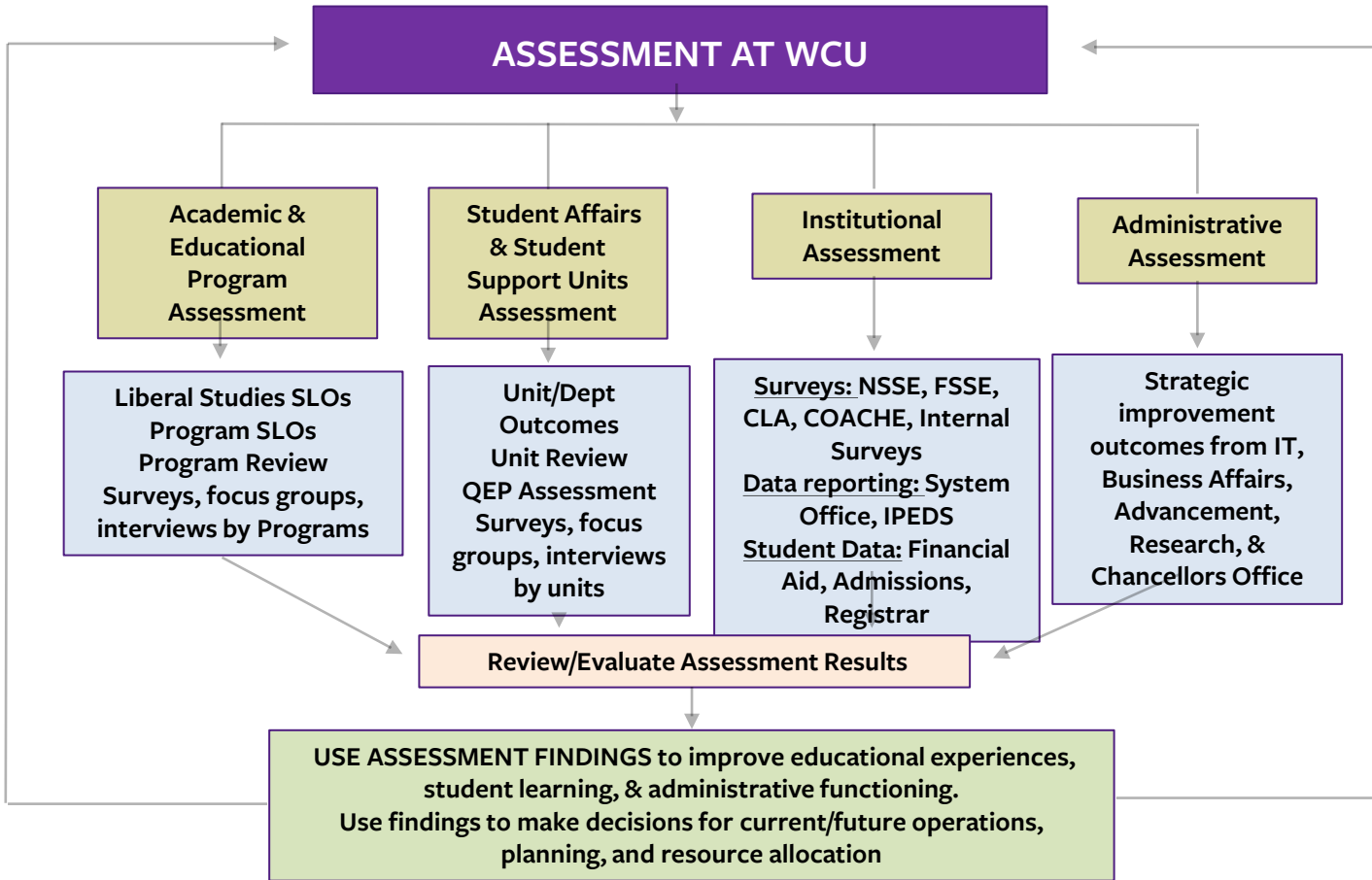
Expenses: \$16,500

- 14 faculty x \$800
- Catering \$850

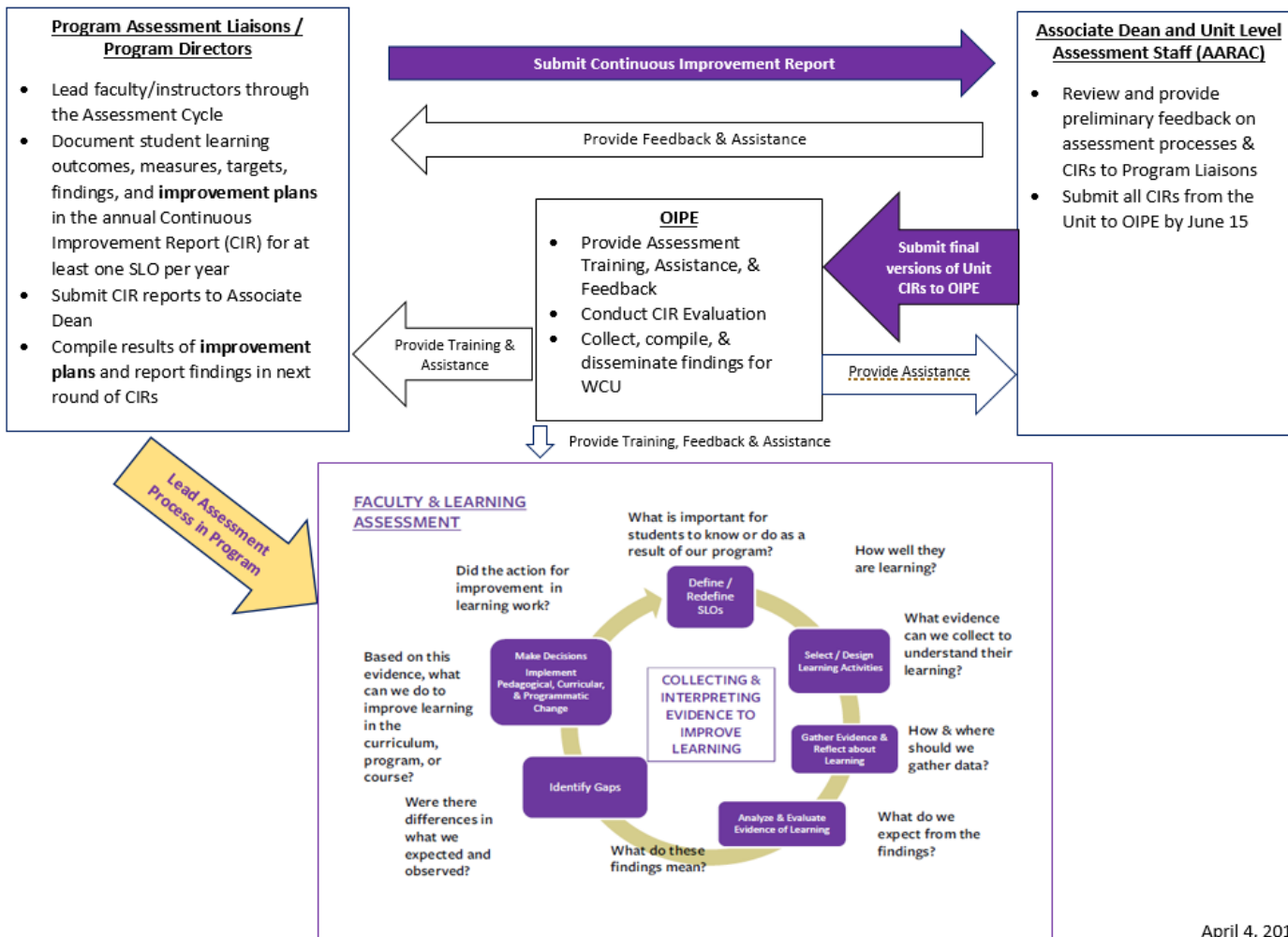
Summer 2019

Expenses: 18,550

- 18 faculty x \$1000
- Catering \$550



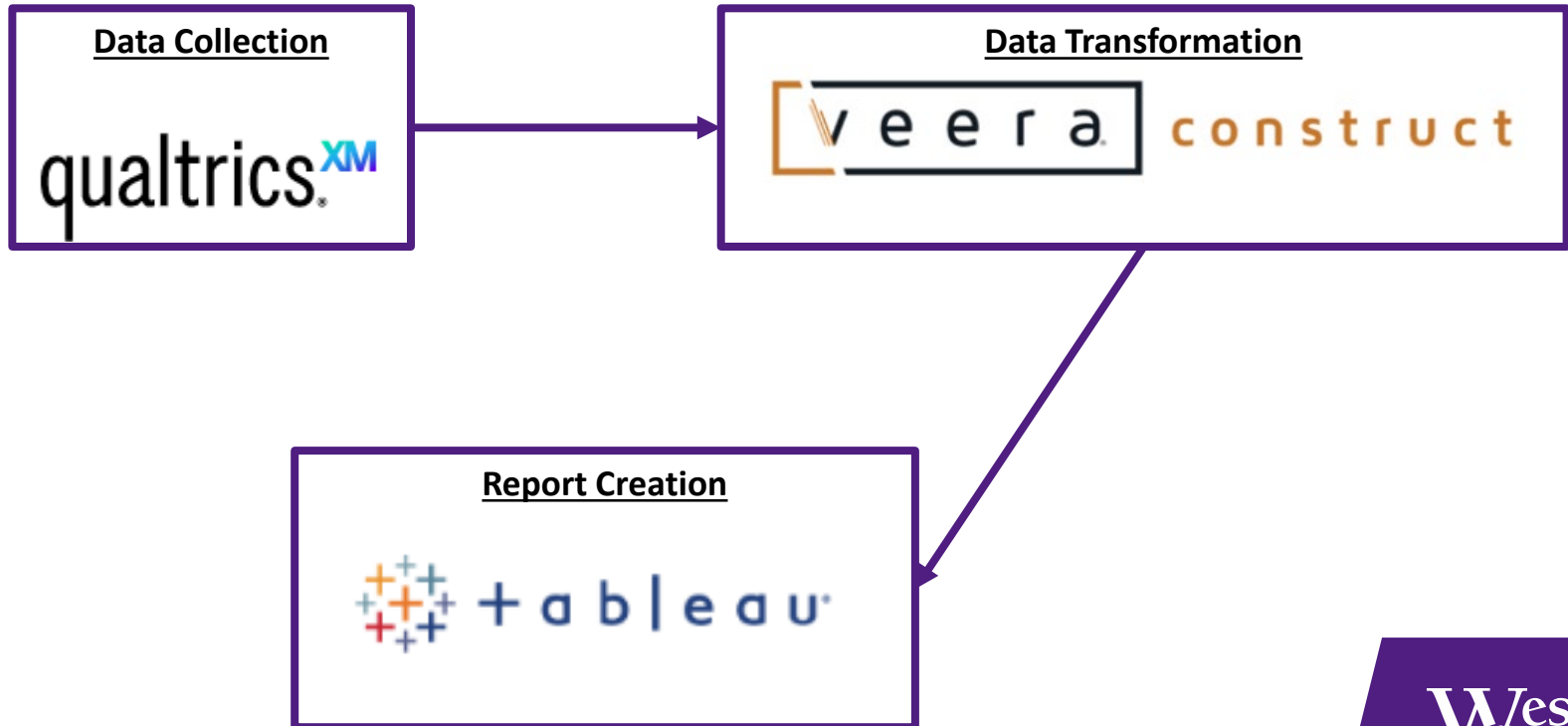
ROLES & ACTIONS OF LEARNING ASSESSMENT AT WCU



DECISIONS

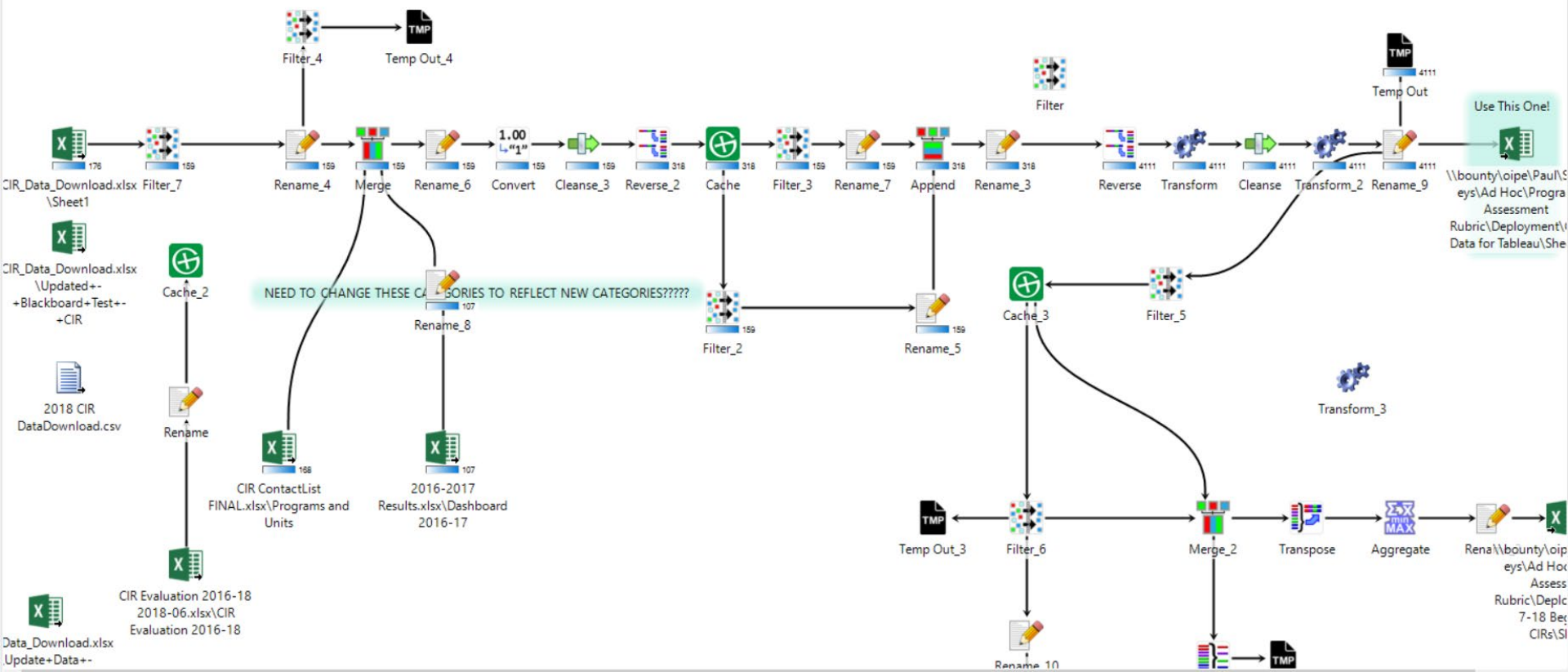
- You can use either style that works best for you.

PROJECT WORKFLOW



Program/Unit being evaluated: _____

| | Quality Rating | Feedback | |
|---------------------------------------|----------------------|------------------------|-----------------------------|
| | | Explanation for Rating | Suggestions for Improvement |
| Actions Taken Seeking Improvement | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Expected Program-/Unit-level Outcomes | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Appropriate Ways to Measure Outcomes | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Analysis of What the Results Mean | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Sharing Results | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Strategic Improvement Recommendations | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| Overall | <input type="text"/> | <input type="text"/> | <input type="text"/> |



2017-2018 Results for Institutional Planning and Effectiveness (Workshop Version)

Reviewed Unit

Institutional Planning and Effectiveness

| | Null | Explanation for Rating | Suggestions for Improvement |
|---------------------------------------|---------------|---|--|
| Actions Taken Seeking Improvement | Good (3) | Improvement actions one and four were strongly written, are clearly focused on improvement of operation efficiencies. There is a clear link to responding to feedback from last year's assessment. Actions two and three do not appear to list a clear improvement action, but rather explain why no improvement action was taken. | reviewers to understand what improvements the unit undertook and how they related to the outcome. It would be helpful to clearly state your desired improvement action prior to explaining why it was not completed. Improvement action 4 states a desired shift from 40% to 100% in timeliness of reports submitted, but there was no associated action on the part of the unit to achieve the desired outcome. Ex. Were more reminders sent? Was the deadline moved to a different time of year? |
| Expected Program-/Unit-level Outcomes | Exemplary (4) | Overall outcomes are focused on core functions of the unit with the intention of improving the operations of the unit. All outcomes are defined in measurable terms using clear and active language that is understandable to the reviewers. | As a cautionary note regarding outcome four, it appears to combine timeliness and quality into a single outcome. Consider splitting this into two outcomes. |
| Appropriate Ways to Measure Outcomes | Good (3) | The unit clearly stated two assessment methods for each outcome, which assisted in triangulating the data to ensure the assessment methods are directly measuring the expected outcomes. Each method clearly stated the desired level of performance and the actual levels. This score can easily be bumped to a 4 (Exemplary) with additional justification of the desired performance levels. | One way to improve this is to justify your desired performance levels under performance desired rather than referring to them in the analysis sections. Ex. Why are you choosing a 95% data accuracy rate? Or why were two different desired performance levels selected for each assessment method within the same outcome? |
| Analysis of What the Results Mean | Good (3) | Findings and results are clearly presented along side prior years' results. | For actions two and three, the assessment outcomes could not be tied to the improvement actions, because no improvement actions were taken. This makes it difficult to understand why improvement may be observed without additional explanation as to what may have changed. |
| Sharing Results | Good (3) | Results have consistently been shared within the unit and with external stakeholders. | It is not apparent to what extent they have been discussed and used to inform strategic decision and ongoing improvement actions. |
| Strategic Improvement Recommendations | Good (3) | All of the recommended changes seek to make improvements to the unit and address operational changes or future areas of growth. | to who is responsible for implementing the recommendations and when they intend to be carried out. Secondly, there is not a clear connection between the identified recommendations and the data/analysis. Ex. Were these future action items recommended as part of the survey? Going forward the unit should consider whether it continues to be worthwhile to assess and measure these specific outcomes (specifically regarding institutional research) because the unit is already consistently |
| Overall Quality of Report | Good (3) | Overall this was a very strong report, with a lot of detail and specificity which allowed for a clear understanding by the reviewers. The outcomes were exemplary. The report was strengthened by having multiple assessment methods for each outcome. Outcome 1 was the strongest outcome and the measures and desired performance levels for each assessment method were congruent. | In actions two and three, it appears you weighed the pig twice and it just happened to get fatter without feeding it. In improvement action four, combining timeliness measures and quality measures made the report cumbersome to read and more difficult for the reviewers to assess the analysis of the results. |

2017 - 2018 CIR Results - Workshop Version

| Division | College | Reviewed Unit | Actions Taken Seeking Improvement | Expected Program-/Unit-level Outcomes | Appropriate Ways to Measure Outcomes | Analysis of What the Results Mean | Sharing Results | Strategic Improvement Recommendations | Overall Quality of Report |
|----------------------------|---|------------------------------|-----------------------------------|---------------------------------------|--------------------------------------|-----------------------------------|-----------------|---------------------------------------|---------------------------|
| Academic Affairs | College of Education and Allied Professions | Art, B.S.Ed. | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| | | Birth-Kindergarten, B.S. | 3.0 | 4.0 | 4.0 | 1.0 | 3.0 | 4.0 | 3.0 |
| | | Clinical Mental Health Co. | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| | | Education-Comprehensiv.. | 1.0 | 2.0 | 2.0 | | | | 2.0 |
| | | Education-Comprehensiv.. | 3.0 | 4.0 | 4.0 | 3.0 | 4.0 | 3.0 | 3.0 |
| | | Education-Comprehensiv.. | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 2.0 |
| | | Education-Comprehensiv.. | 1.0 | 2.0 | 2.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| | | Education-Comprehensiv.. | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 |
| | | Education-Comprehensiv.. | 2.0 | 2.0 | 3.0 | 1.0 | 1.0 | 2.0 | 2.0 |
| | | Education-Comprehensiv.. | 3.0 | 4.0 | 4.0 | 3.0 | 4.0 | 4.0 | 4.0 |
| | | Education-Comprehensiv.. | 4.0 | 4.0 | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| | | Education-Comprehensiv.. | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| | | Education-Comprehensiv.. | 4.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 |
| | | Education-Comprehensiv.. | 3.0 | 3.0 | 3.0 | 1.0 | 1.0 | 1.0 | 2.0 |
| | | Education-Comprehensiv.. | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | Education-Comprehensiv.. | 4.0 | 3.0 | 4.0 | 3.0 | 4.0 | 4.0 | 4.0 |
| | | Educational Leadership, E.. | 4.0 | 2.0 | 4.0 | 2.0 | 3.0 | 2.0 | 3.0 |
| | | Elementary Education, B... | 2.0 | 3.0 | 2.0 | 3.0 | 4.0 | 4.0 | 3.0 |
| | | English, B.S.Ed. | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | Health and Physical Educa.. | 3.0 | 3.0 | 4.0 | 3.0 | 4.0 | 4.0 | 3.0 |
| | | Higher Education Student.. | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 |
| | | Human Resources, M.S. | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 2.0 |
| | | Inclusive Education, B.S.E.. | 4.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | Mathematics, B.S.Ed. | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | Middle Grades Education, .. | 2.0 | 3.0 | 2.0 | 3.0 | 4.0 | 4.0 | 3.0 |
| | | Middle Grades Education, .. | 2.0 | 1.0 | 2.0 | 1.0 | 3.0 | 1.0 | 2.0 |
| | | Music Education, B.S.Ed. | 1.0 | 2.0 | 2.0 | 1.0 | 3.0 | 2.0 | 1.0 |
| | | Parks and Recreation Man.. | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 |
| | | Psychology, B.S. | 4.0 | 4.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | Psychology, M.A.-Clinical .. | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| | | Psychology, M.A.-General .. | 2.0 | 2.0 | 1.0 | 2.0 | 2.0 | 1.0 | 2.0 |
| | | Psychology, S.S.P. | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| | | School Administration, M... | 4.0 | 4.0 | 4.0 | 2.0 | 4.0 | 4.0 | 3.0 |
| School Counseling, M.A.Ed. | 3.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 | | |
| Science Education, B.S.Ed. | 3.0 | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | | |
| Social Sciences, B.S.Ed. | 3.0 | 2.0 | 3.0 | 4.0 | 3.0 | 4.0 | 3.0 | | |
| Spanish, B.S.Ed. | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | 1.0 | | |
| Supervision, M.A.Ed.-Jam.. | 2.0 | 3.0 | 2.0 | 1.0 | 3.0 | 3.0 | 2.0 | | |
| WCU | | | 2.7 | 2.7 | 2.7 | 2.5 | 3.0 | 2.8 | 2.7 |

Data Filters:

Division

College

Reviewed Unit

SACSCOC 2018

1.0 4.0

2017 - 2018 CIR Results

| Reviewed Unit | Actions Taken Seeking Improvement | Expected Program-/Unit-level Outcomes | Appropriate Ways to Measure Outcomes | Analysis of What the Results Mean | Sharing Results | Strategic Improvement Recommendations | Overall Quality of Report |
|------------------------------|-----------------------------------|---------------------------------------|--------------------------------------|-----------------------------------|-----------------|---------------------------------------|---------------------------|
| Academic Advising | 1.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 | 2.0 |
| Accessibility Resources | 3.0 | 4.0 | 4.0 | 3.0 | 2.0 | 4.0 | 3.0 |
| Accountancy, M.Ac. | 2.0 | 3.0 | 1.0 | 3.0 | 3.0 | 3.0 | 2.0 |
| Accounting, B.S.B.A. | 3.0 | 2.0 | 2.0 | 2.0 | 4.0 | 4.0 | 3.0 |
| Administration and Finan.. | 4.0 | 4.0 | 3.0 | 3.0 | 4.0 | 3.0 | 4.0 |
| Admissions | 2.0 | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Advancement Services | 1.0 | 2.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| Alumni Engagement | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 3.0 |
| Anthropology, B.A./B.S. | 1.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| Art, B.A. | 2.0 | 2.0 | 2.0 | 2.0 | 3.0 | 1.0 | 2.0 |
| Art, B.F.A.-Art Education | 1.0 | 3.0 | 2.0 | 3.0 | 4.0 | 2.0 | 2.0 |
| Art, B.F.A.-Graphic Design | 2.0 | 3.0 | 1.0 | 3.0 | 3.0 | 2.0 | 2.0 |
| Art, B.F.A.-Studio Art | 3.0 | 4.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| Art, B.S.Ed. | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| Athletic Training, B.S. | 1.0 | 2.0 | 1.0 | 2.0 | 2.0 | 2.0 | 2.0 |
| Athletics | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| Biology, B.S. | 3.0 | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Biology, M.S. | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Birth-Kindergarten, B.S. | 3.0 | 4.0 | 4.0 | 1.0 | 3.0 | 4.0 | 3.0 |
| Business Administration ... | 3.0 | 2.0 | 2.0 | 3.0 | 4.0 | 3.0 | 3.0 |
| Business Administration, ... | 4.0 | 3.0 | 4.0 | 3.0 | 4.0 | 3.0 | 4.0 |
| Campus Activities | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Campus Recreation and W.. | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 4.0 | 3.0 |
| Campus Services | 2.0 | 4.0 | 3.0 | 3.0 | 3.0 | 2.0 | 3.0 |
| Center for Career and Pro.. | 3.0 | 3.0 | 4.0 | 4.0 | 3.0 | 3.0 | 3.0 |
| Center for Service Learning | 3.0 | 3.0 | 2.0 | 2.0 | 3.0 | 4.0 | 3.0 |
| Chemistry, B.S. | 4.0 | 3.0 | 3.0 | 3.0 | 3.0 | 4.0 | 4.0 |
| Chemistry, M.S. | 4.0 | 4.0 | 3.0 | 4.0 | 3.0 | 4.0 | 4.0 |
| Cherokee Center | 2.0 | 3.0 | 2.0 | 2.0 | 3.0 | 3.0 | 2.0 |
| Cherokee Studies Minor | 3.0 | 3.0 | 4.0 | 3.0 | 3.0 | 4.0 | 3.0 |
| Cherokee Studies PB Certi.. | 2.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Clinical Mental Health Co.. | 3.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 | 4.0 |
| Communication Sciences .. | 2.0 | 2.0 | 1.0 | 1.0 | 3.0 | 2.0 | 2.0 |
| Communication Sciences .. | 2.0 | 3.0 | 2.0 | 2.0 | 1.0 | 2.0 | 2.0 |
| Communication, B.S. | 2.0 | 4.0 | 4.0 | 1.0 | 3.0 | 2.0 | 2.0 |
| Communications and Publ.. | 3.0 | 1.0 | 2.0 | 2.0 | 3.0 | 2.0 | 2.0 |
| Computer Information Sy.. | 2.0 | 2.0 | 2.0 | 2.0 | 4.0 | 2.0 | 2.0 |
| Computer Science, B.S. | 1.0 | 1.0 | 2.0 | 1.0 | 2.0 | 2.0 | 2.0 |
| Construction Managemen.. | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 |
| Construction Managemen.. | 3.0 | 2.0 | 3.0 | 3.0 | 2.0 | 3.0 | 3.0 |

Data Filters:

Division

College

Reviewed Unit

SACSCOC 2018



TAKE-AWAYS

- Focus on the key needs and plan/design around those.
- Time set aside for testing at every step.
- Know your audience and design with them in mind.
- Document process as best as possible.
- REACH OUT to your campus partners when you need assistance or get stuck.