Sharing and Communicating Results
Campus Intelligence
Your Source for Reimagining Data in Higher Ed
www.campusintelligence.com
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Overview

1. Review learning outcomes
2. Cover key concepts
3. Review your learning resources
4. Explain competency demonstration assignment
5. Wrap up and reflect
6. Dates and Deadlines
NASPA/ACPA Competencies

Effectively articulate, interpret, and apply results of AER reports and studies, including professional literature.

Ensure all communications of AER results are accurate, responsible, and effective.

Identify the political and educational sensitivity of raw and partially processed data and AER results, handling them with appropriate confidentiality and deference to organizational hierarchies.
Learning Outcomes

Consider political implications of communicating assessment results

Ensure ethical dissemination of assessment results

Describe effective methods for communicating assessment results to a variety of constituents

Develop strategies for closing the assessment loop
Moving Toward a Culture of Evidence

Culture of Good Intentions  →  Culture of Justification  →  Culture of Strategy  →  Culture of Evidence

Culp & Dungy 2012, Building a Culture of Evidence in Student Affairs
<table>
<thead>
<tr>
<th>Intentionality</th>
<th>Perspective</th>
<th>Critical Linkages</th>
<th>Initiatives and Directions</th>
<th>Planning Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Thoughtfulness in action or decision)</td>
<td>Incidental / Opportunistic. Recognize data is important, but do not make any particular efforts to collect it.</td>
<td>Unclear / Opaque. Data, when collected, is not shared beyond assessors, so connections cannot be made.</td>
<td>Determined by whim, interest, opportunity.</td>
<td>Vague and individualized. Success is vague or interpretive, and evaluated based on “feel,” intent and effort. Collective or strategic planning does not exist.</td>
</tr>
<tr>
<td></td>
<td>People have a sense that they are doing good things.</td>
<td>Cloudy. Assessment conducted from a defensive posture, especially related to questions of budgetary and operational efficiency.</td>
<td>Administration initiates assessment and it is done only when asked for or required.</td>
<td>Sporadic and limited to immediate question or application. Data linked retroactively to strategic context, goals, expectations, etc. but not planning-oriented.</td>
</tr>
<tr>
<td></td>
<td>People can describe what they are doing (i.e. operational or procedural specificity).</td>
<td>Translucent. Assessment understood and shared, but only with allies or key partners. Scope is limited to middle managers.</td>
<td>Directors own and initiate assessment. Data describe the current situation.</td>
<td>Organized, routinized, and localized. Data informs deliberate cyclical or episodic strategic planning exercises.</td>
</tr>
<tr>
<td></td>
<td>People can describe what they are accomplishing (i.e. strategic pertinence, how what they are doing relates to mission and goals).</td>
<td>Clear / Transparent. Outsiders can see and understand contributions to student and institutional success. Assessment is shared with all stakeholders.</td>
<td>All stakeholders own assessment. Success is operationalized, concretely described, and evaluated based on evidence.</td>
<td>Ongoing, strategic and clearly linked to past and future. Triangulation of findings through multiple/established assessments. Data Incorporated into continuous strategic thinking.</td>
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</table>

“The purpose of assessment is not simply to systematically collect data and report evidence to prove the value of an educational program. The ultimate goal of assessment is to use information to ensure quality and to guide improvement actions.”

Schuh, Biddix, Dean & Kinzie, 2016, p. 295
What to share?
And with whom?
Sharing results begins with...

- Clear objective/purpose to your project
- Idea of audience (who cares about the results)
- Appropriate collection and analysis of data

**THEN** you can think about Effective reporting and presentation of results
Ethical Use Throughout the Process

- Design
- Data Collection
- Analysis

Reporting and Sharing Results
Ethical Use: Data

Thoughtful Decisions
Who should have access to the results?
When should people have access to the results?
What level of access should they have?
  Group summaries
  Individual level data
  Comparative data

Need to Consider/Protect
Individual participant confidentiality
Department or school confidentiality
Sensitive subject matter
Transparency

Does reporting accurately and truthfully reflect the assessment?

Methods clearly described
Results presented fairly
Important issues not glossed over or ignored
Outcomes clearly articulated

How easily can the audience judge the quality of the work and the results?

Are results shared or kept private?
“Assessment virtually always occurs in a political context that the investigators must take into account in designing the assessment.”

Upcraft & Schuh, 2002, p. 19
Political Aspects of Assessment
(Henning & Roberts, 2016, p. 258)

Allocation of resources
Influence on policy and practice
Alignment of assessment results with values, beliefs, and interests
Multiple reasons to share results

- Document the impact of our work
- Promote student learning and reflection
- Celebrate our successes
- Compel continuous improvement
Reasons for sharing/reporting

At campus level:
- Incorporating results into accreditation efforts
- Setting institutional priorities
- Culture of learning
- Improving student engagement and success
- Enhancing faculty/staff collaboration across campus

At program level:
- Setting faculty and staff priorities
- Securing resources
- Improving support services
- Getting student buy-in
Knowing Your Audiences

What do my audiences *need* to know?

What do my audiences *want* to know?

What decisions might be made based on this report/information?

What other individuals might receive this report/information?
Audiences of Assessment

**Internal Stakeholders**
- Administrative decision-makers
- Boards of Trustees
- Faculty
- Students
- Internal governing bodies
- Staff

**External Stakeholders**
- Accreditation bodies and reviewers
- Alumni
- Community members
- Parents
- Prospective students
- Guidance counselors
## Format Fits the Audience

<table>
<thead>
<tr>
<th>Quantitative or Qualitative</th>
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<tbody>
<tr>
<td>How comfortable are they with statistics?</td>
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</table>

<table>
<thead>
<tr>
<th>Interest and Experience?</th>
<th>How much explanation regarding the...</th>
</tr>
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<tbody>
<tr>
<td>Topic</td>
<td>Assessment Methods</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Time Available?</th>
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<tbody>
<tr>
<td>To Read</td>
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<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td>University Level Data</td>
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Matching Format to Audiences

WITH STUDENTS
• Email invitations
• PR campaign *(flyers, newspaper, TVs)*
• Student gov’t meetings

WITH STAFF
• Roadshows
• Brief emails
• Newsletters
• Retreat
• Full Reports

WITH INTERNAL CAMPUS PARTNERS
• Cabinet meetings
• Elevator speech
• Exec. Summary
• Annual Reports

WITH EXTERNAL CONSTITUENTS
• Presentations
• Website
• Press releases
How to share results?
Discussion Prompts: University of Portland Assessment Handbook

How do your results provide evidence for your outcomes?

What do your results say about your program process and the impact of the program on students’ learning and development?

Based on the results, what decisions will you make or what
Remember, when sharing with staff...

Make the sharing of assessment internally fit within your campus culture

Make it fun!

Reward good assessment and highlight best practices internally

Build a supportive structure where departments collaborate within the division
Assessment 101: Reporting

Schuh, Biddix, Dean, & Kinzie

Description of the assessment work undertaken
The purpose and goals of the work
Summary of results
Discussion about conclusion or recommendations
Information about data use
Data Visualization Spectrum

Exploration

Explanation
Data Visualization Spectrum

**Exploration**
- Enable analysis
- Provide lots of data
- Focuses on trends and patterns
- Lets you discover a story

**Explanation**
- Present analysis
- Highly edit/curate data
- Focuses on a clear story
- Tells the story for you

Your audience plays a major role in this.
Bridgewater State Infographic
Camp Hawk provides first-year students an opportunity to connect with other new students in a fun, relaxed, and inclusive environment. Started in 2011 as an independent retreat for first-year students, Camp Hawk is now a part of a larger retreat experience – The Great Pocomos Escape – where we focus on building connections, identifying values and having fun.

WHO ATTENDED?
- 27 Registered participants
- 23 Attended
- 21 first-year and 2 sophomore
- 19 Counselors

WHAT DID THEY GET OUT OF IT?
- 100% said the topics covered were somewhat or very relevant to their lives at Lehigh
- 70% said they felt more comfortable being themselves, making friends, or stepping out of their comfort zone
- 90% said they learned about opportunities to get involved and resources on campus
- 90% said they are somewhat or very likely to maintain relationships with someone they met at Camp Hawk

OTHER NOTES...
- 100% of the campers believed that the counselors were extremely knowledgeable and provided useful information

RECOMMENDATIONS FOR NEXT YEAR...
- Adjust timing around 4 o’clocks
- Reduce the cost per student
CIVIC ENGAGEMENT

at Binghamton University

97,853 = 489 OR 489

Annual hours of service to the community through academic courses that had a service learning component in 2010-11

Individuals working full time for one year

Years of full time work for one very old, tired person
If you want to explain better about what your team is doing, **start with building a story.**
Why Story?

1. Make sense and order
2. See the whole where there disparate parts
3. Give vision to what the future can look like
4. Interactive—people put themselves into stories
5. Make your job easier
Structure assessments to provide the data necessary to tell stories

Prior to sending out an assessment, think with the end, or goal, in mind. Know what it is you want to say, prove or show from a marketing perspective, and structure the assessment so the outcomes provide the kinds of data needed to tell the story, both qualitative or quantitative. Also try mining existing data to leverage the story - for ex, demographics. This additional data can be requested from faculty, staff, etc.

"...I came to see you over a year ago for smoking cessation help. I wanted to let you know that next Wednesday will be the one year anniversary of my quit date, and I have not smoked since then. One year free! I just wanted to thank you for your help again. It's a great feeling to have accomplished it!"

Students who participate in tobacco cessation consultations at Health Iowa have a 40% cessation rate.
Think of your analysis as a story

Explore the data

- Who are the characters?
- What is the drama or the challenge?
- What hurdles have to be overcome?

Think about what you want people to do as a result

Storyboard the structure and form of your story

Be authentic, visual, simple, and direct
Elements of a Story

Theme: a central premise

Setting

Characters (3-dimensional, change over time = transform)

Plot

Story structure (arch—things get better or worse; origination → crisis/escalation → resolution)

Style and tone
Annual Impact or Briefing Report
Usefulness and Links to Practice

Does the report...

- Highlight and emphasize important results?
- Differentiate between the important and non-important results?
- Discuss the implications of the results?
- Clearly link the results to practice?
- Help practitioners determine what should be done?
Consider an Assessment Report Template for your Department/Division
“We’ve Heard Your Voice” in Transition Programs

The goal of “We’ve Heard Your Voice” is to communicate how students and parents feedback has been used to improve activities, services, and programs in the Division of Student Affairs. This article focuses on the changes made in the Office of Transition Programs to meet the needs of students and parents. This past year, the Office of Transition Programs reviewed all of the recommendations and survey data they had collected and found that changes could be made to the areas of orientation, SPLASH, Family Weekend, Seahawk Links, and commencement.

The largest initiatives undertaken by the Office of Transition Programs have been for orientation, which have helped to address three major recommendations. First, students and parents asked how orientation could be better adapted to the needs of transfer students. Those concerns were addressed by including optional breakout sessions, tours, and opportunities to meet other transfer students. Next, parents and students had lots of questions about Financial Aid and Student Accounts. Transition Programs responded by including sessions on Financial Aid, Student Accounts, and Auxiliary services earlier in the program. These include breakout sessions where it is easier to ask questions, as well as a clarifying handout. Finally, people asked if there is a central source of contact information for each of the offices presenting at orientation. Transition Programs has a resource sheet that is distributed at orientations that includes all the contact information.

Aside from orientation, the Office of Transition Programs has worked to make enhancements to SPLASH, Family Weekend, the Seahawk Links program, and commencement. Parents asked if SPLASH could be expanded to include more information. Over the past year, the number of articles and regular columns increased.

Several recommendations have also been made concerning Family Weekend. Information about Family and Alumni Weekend is sent sooner, participants register on-line. Ghost Walk Tours are back in the schedule, and there’s a Meet and Greet on Saturday. In addition, the menu now features hamburgers, hot dogs, cotton candy, candy apples and other state fair type foods.

Parents and students asked if commencement could be expanded so students could invite more guests. Three new ceremonies (one in December, and two in May) were added, which allows students to invite as many guests as they wish.

It is essential for students and parents to know that the time taken to complete surveys is worth it and that the information from the surveys enhance their overall experience.

Nathan Lindsay & Jonathan Peterson
Director & Graduate Assistant
Office of Student Assessment

The Office of Transition Programs provides a comprehensive array of programs designed to meet the unique needs of undergraduate students and parents from orientation...
Social Norming poster campaigns have proven to:
- Decrease the percentages of student alcohol consumption and drug use on college campuses
- Correct perceptions related to consumption and use
- Change student behaviors

- Four posters were created from focus group data collection.
- During the spring semester staff surveyed students to collect feedback regarding the message delivered and its impact on perception and behavior.
- The two strongest posters are shown.
- The posters will be marketed throughout the Academic 2013-2014 year.

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“Only 4% of students drink alcohol more than 2× a week according to the Fall 2012 Housing and Residence Life survey.”

“Bought new blank canvas for the weekend... ended up passed out as the human canvas.”

“HAHAHA...”

“I don’t smoke; it’s cool to see that a lot of other people here don’t either.”
“‘The norm of MassArt is not marijuana smokers.’

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In reflecting on the alcohol poster, 36% of students thought about their own use of alcohol and 36% reflecting on their peers’ use of alcohol.

It should be noted that most students who said no, indicated that they did not drink.

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Poster reflection on own & peer behavior related to alcohol:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>36%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Own behavior: Peer behavior

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Poster reflection on own & peer behavior related to marijuana:

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>53%</td>
<td>27%</td>
</tr>
</tbody>
</table>

Own behavior: Peer behavior

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After reading the marijuana poster, 27% of students reflected on their own use and 53% reflected on their peer use.

It should be noted that most students realized that they are not so different than everyone else.
General Assessment Sharing/Reporting Advice

1. Seek out example reports/methods for sharing
2. Consider adopting a consistent style for reports/sharing
3. Develop an electronic template for reports/sharing
4. Adopt an “Assessment Spotlight” at staff meetings
5. Involve students in the collection and reporting of data
6. Figure out how (not if!) to share results with students
Remember Why We Assess

We assess:

To improve our operations
To understand the contributions and impact of our units

We share:

To demonstrate what we are accomplishing for our students, faculty, staff, and community
To publicize our success and promote out good work through evidence
To support the university’s strategic plan and accountability activities
To show that we recognize our weaknesses and are taking steps to improve them
Using results for change
Reasons for sharing

At the campus level:
- Incorporating results into accreditation efforts
- Framing assessment at institutional level
- Setting institutional priorities
- Culture of teaching and learning
- Improving student engagement and success
- Enhancing faculty/staff collaboration across campus

At the program level:
- Setting faculty and staff priorities
- Securing resources for professional development
- Improving student support services
- Getting Student Buy-In
Assessment Process/Cycle

1. Write Goal or Outcome
2. Determine Assessment Method
3. Deliver Course or Program
4. Collect Data
5. Analyze Data
6. Use & Share Results
Challenges of Closing the Loop
(Henning & Roberts, 2016)

View it only as a product: report, infographic, executive summary

Requires change: change is a process, not a product
Change

Reflection ➔ Decision ➔ Action
Strategies to Increase Effectiveness of Reporting and Use of Results

(Schuh, Biddix, Dean, & Kinzie, 2016)

- Ensure results are relevant
- Collaborate with related departments
- Report results in digestible bites
- Keep reports interesting and accessible
- Develop a plan for using the report and taking action
7 Principles for Fostering Greater Use of Assessment Results

1. Gauge value of assessment by extent to which results are used
2. Identify targeted use of evidence in design stage
3. Begin with the end use in mind
4. Connect assessment to division and institution goals and projects
5. Link assessment to campus functions that require evidence of student learning
6. Leverage accountability for meaningful action toward improvement
7. Remember assessment is a continuous process

(Kuh, 2015)
Bringing it all together
We’ve covered a lot!
Assessment Essentials
(Banta & Palomba, p. 241)

Engaging stakeholders

Agreeing on definition of terms

Developing an overall plan

Selecting Methods

Administering instruments, collecting and storing data, analyzing data, and interpreting findings

Communicating Findings

Using the Findings to improve processes
Assessment in Higher Education

CONTEXT: Institutional Mission, Vision and Values

Use of Results

Intended Outcome

Actual Outcome

Evaluation/Assessment Methods and Evidence

IMPACT: Institutional Effectiveness & Student Learning

Middle States Commission on Higher Education, 2001
“It’s no longer acceptable to say ‘I don’t do assessment.’ The expectation is for staff to say ‘I used quality assessment to improve how I serve students and the institution. Let me tell you about it.’”

(Henning & Roberts, 2016, p. 300)
Assessment CREDential

Competence
Learning outcomes are designed using the ACPA/NASPA Assessment, Evaluation, and Research competencies (Foundational-level) to help you gain the competencies expected in the student affairs profession.

Resources
Each module will have a variety of topical resources (readings, videos, web links), as well as a webinar on the weekly topic led by Campus Labs’ professional staff.

Evaluation
A unique aspect of this online certificate is that participants will have the opportunity to demonstrate competence each week through quantitative and qualitative measures and have their work evaluated by Campus Labs staff. This will ensure that the learning outcomes are being met, provide feedback to the participants, and ensure the credibility of the certificate.

Direct Application
Each week, participants will be able to use the resources and information to apply their learning to their campus environment. The take-away will be artifacts useful for their work on campus.
What are your next steps?

Implement your assessment plan!

Seek assistance and guidance on campus and from Campus Labs consultants

Share your knowledge and resources with others

Make evidence-based decision-making and action planning the norm in your unit

Celebrate your assessment accomplishments—and the accomplishments of others
Resources and Assignments
National Institute for Learning Outcomes Assessment
July 2012

Using Assessment Results: Promising Practices of Institutions That Do It Well

Gianina R. Baker, Natasha A. Jankowski, Staci Provezis & Jillian Kinzie
Lessons from the Field—Volume 3

Using Data to Catalyze Change on Campus

Featuring examples of NSSE data use on these campuses:
Anderson University
Bethel University
Boston University
Chaminade University of Honolulu
Denison University
Drake University
Gettysburg College
Holy Family University
Mills College
Nazareth College
The Ohio State University
Pace University
Rhode Island College
SUNY Oswego
Truman State University
University of Massachusetts Dartmouth
University of Massachusetts Lowell
The University of North Dakota
University of Northern Iowa
Readings and Resources

Assessment Report Templates
Sharing Results with Students
Sharing Your Data (video)
Writing Assessment Reports (video)
WMU Impact Report
References


Thank You!

Questions?