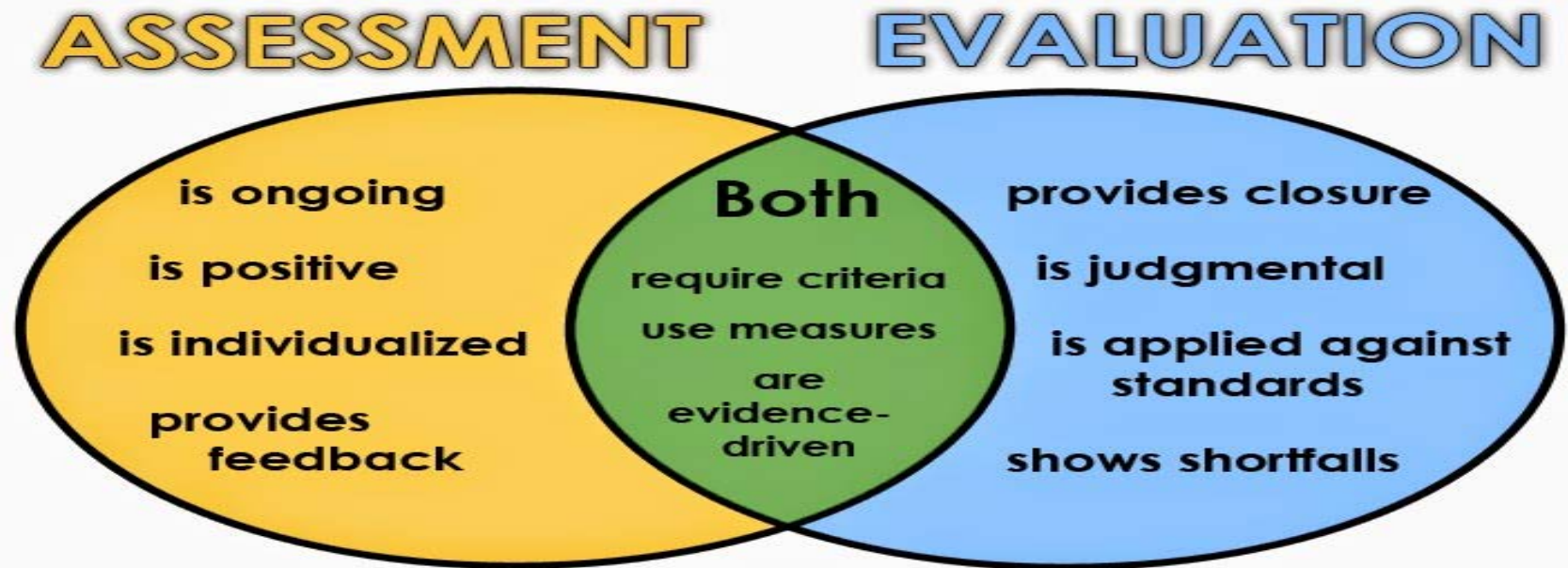




Making Assessment Accessible

Dr. Sophie Gublo-Jantzen
Assistant Director of
Assessment & Institutional Research,
SUNY ESF

The most important thing I will share today...



<https://youtu.be/-R-2sYlsvhE>



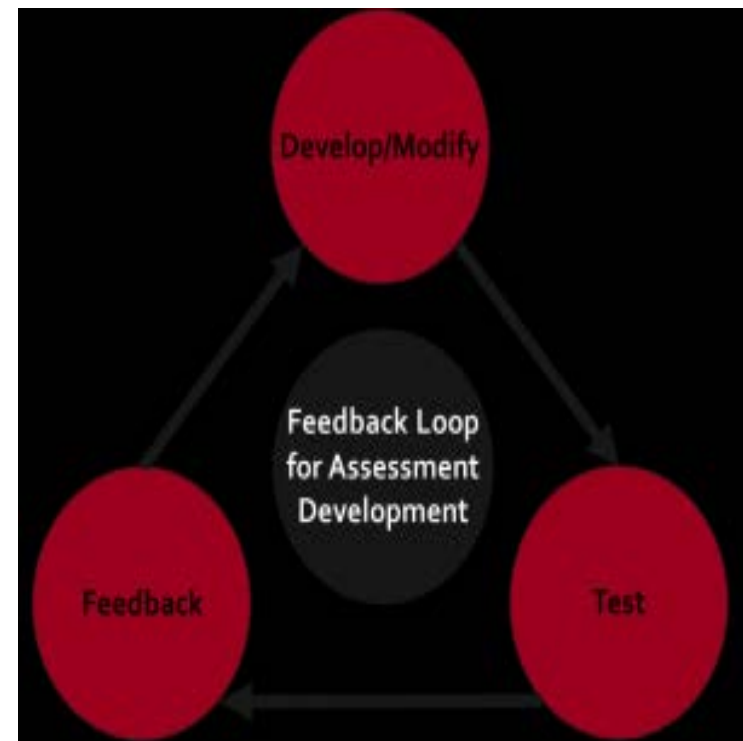
Assessment as Daily Practice

You probably conduct informal assessments all day, every day...

- How are you doing today?
- Can I help?
- How did your presentation go?
- Did you find the assignment too difficult?

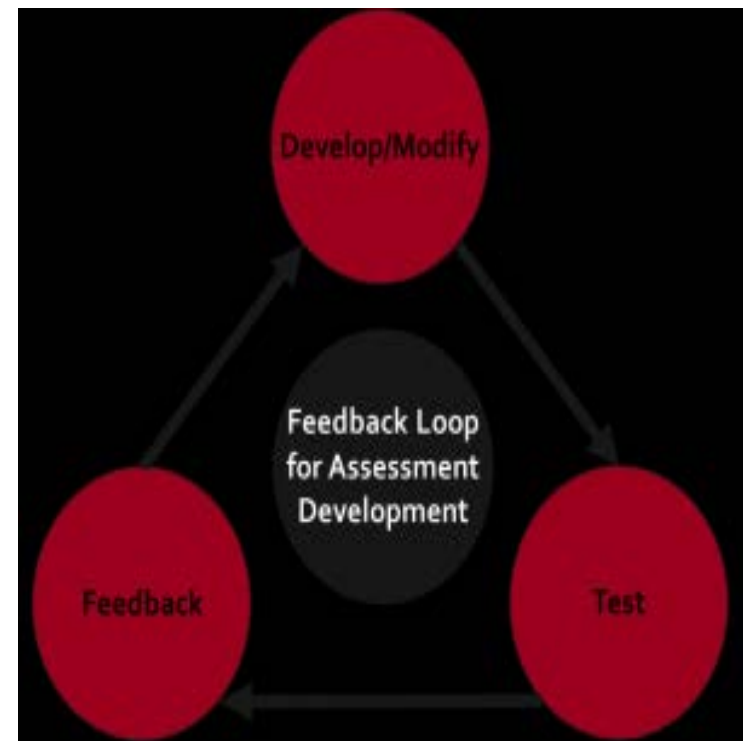
Assessment as Daily Practice

- Get into the habit of being sensitive to daily interactions
 - Develop/Modify assessment targets and metrics based on what is really happening in your department/unit



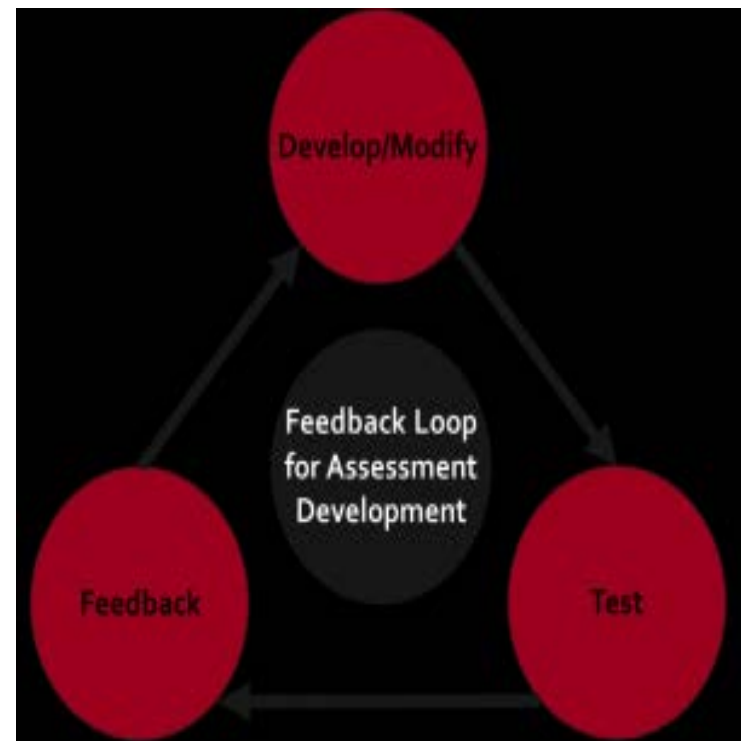
Assessment as Daily Practice

- Test these new targets/metrics for one month
 - This provides enough time to understand the narrative you are documenting, but minimizes “wasted time”



Assessment as Daily Practice

- Collaborate with colleagues within your department/unit
 - Their feedback will let you know if the assessment narrative you are developing is a true representation of the work your team does
 - Modify as needed



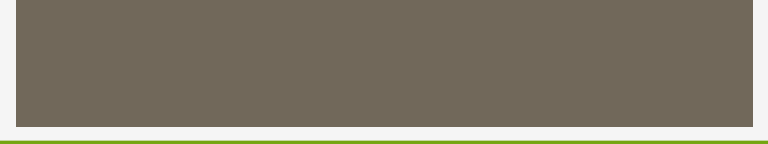
Assessment as Daily Practice

Unit/Department Assessment

- Real time, specific data
- Can be tested and modified quickly
- Feedback loop should be on a short timeline
- Feedback should come from all team members


Institutional Assessment

- Aggregate data for a selected period
- Quality of assessment at high level depends on quality at unit level
- Feedback loop is on a longer timeline, but is essential to promote quality assessment



Practice!

Turn to someone near you (not necessarily in the same office) and have a conversation about the one accomplishment you are most proud of for your department/unit in the past year

- 
1. What is your greatest professional accomplishment in the past year?
 2. What did you learn through the process?
 3. What evidence do you have that you were successful?
 4. How do you know that was necessary for ESF's continued excellence?
 5. What goal(s) do you have for this year that stem from that achievement?

Guiding Questions

The quantitative metrics for assessment should come primarily from questions 3, 4, and 5. Questions 1 and 2 allow space for an asset based conversation to begin.



Data Visualizations

Graphics can help you articulate your assessment narrative in a compelling manner, to a diverse audience, in a short amount of time

IR Assessment Data

Year	Target	Due Date	Submit Date	Accuracy
2016	IPEDS Registration	Aug-16	Aug-16	100%
2016	IPEDS Fall Collection	Oct-16	Oct-16	90%
2017	IPEDS Winter Collection	Feb-17	Feb-17	100%
2017	IPEDS Spring Collection	Apr-17	Apr-17	95%
2016	CDS	Feb-17	Feb-17	99%
2016	IPEDS New Keyholder	Nov-16	Nov-16	100%
2016	NYSED SUR1(16)	Jul-16	Jul-16	99%
2016	NYSED 8(16)	Sep-16	Sep-16	100%
2016	Peterson's Undergrad Expenses	Sep-16	Sep-16	100%
2016	CATALOG(16)	Oct-16	Nov-16	100%
2016	NYSED 2R(16)	Dec-16	Dec-16	95%
2016	NYSED 2.4(16)	Jan-17	Mar-17	100%
2016	NYSED 1(16)	Feb-17	Jan-17	100%
2016	NYSED 2.9(16)	Apr-17	Apr-17	100%
2016	NYSED 2H2(16)	Apr-17	Dec-16	100%

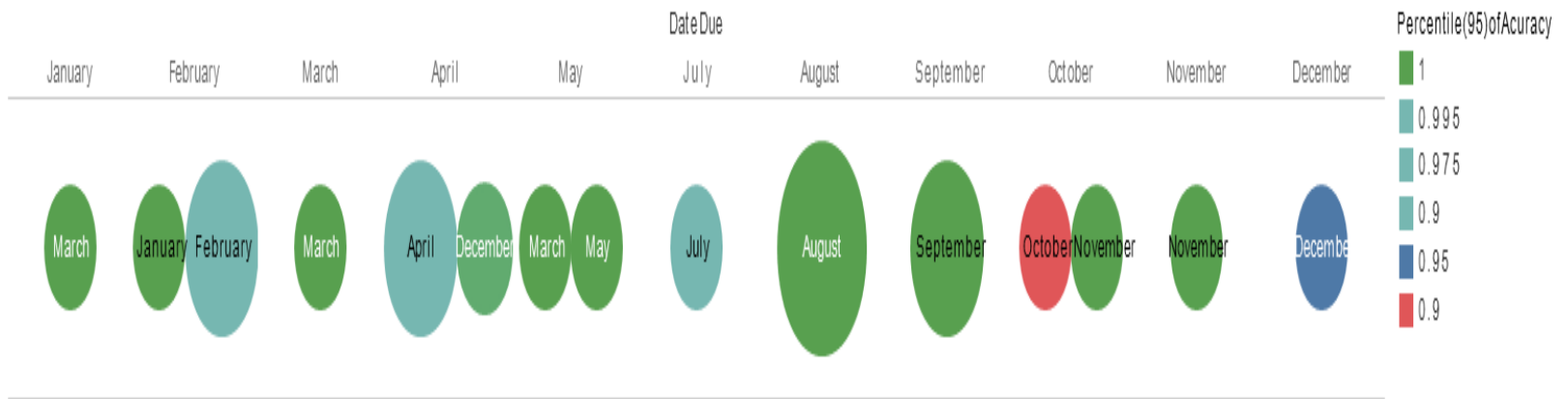
Sample IR Annual Workload

Month	Year	Number of Records
July	2016	1
August	2016	1
September	2016	2
October	2016	2
November	2016	1
December	2016	1
January	2017	1
February	2017	3
March	2017	1
April	2016	1
	2017	2
May	2017	2
August	2017	2
Grand Total		20



IR Assessment Data

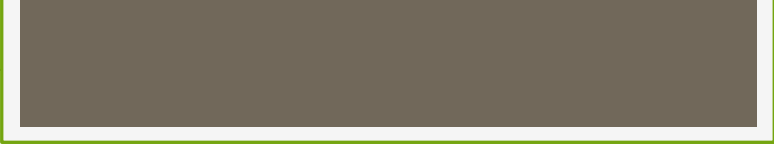
IR Submission Accuracy and Timelines





Discussion

What story does each table/visualization tell? What can you learn quickly from the graphics? Can you learn the same information – as quickly – from the data table? How would you use information like this in your assessment activities?



Activity

Work together to come up with 3-5 actions you would take based on the information in the data visualizations.



Further Reading

Kuh, G. D., Ikenberry, S. O., Jankowski, N. A., Cain, T. R., Ewell, P. T., Hutchings, P. & Kinzie, J. (2015). Beyond compliance: Making assessment matter. *Change: The Magazine of Higher Learning*, 47(5), 8-16.