

2011 Assessment Institute at Indianapolis

# **Making Sense of Assessment Results**

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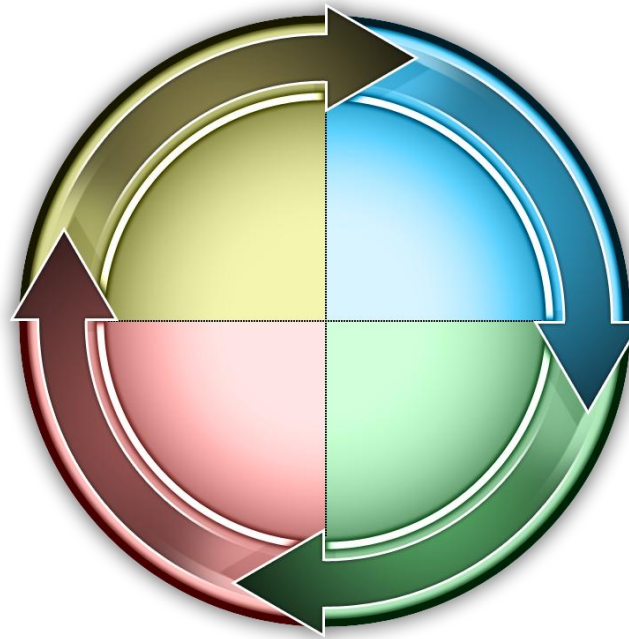
## **In this session...**

1. Clarify your purpose.
2. Define success.
3. Identify big, useful news.
4. Share news clearly & succinctly.

# The Teaching-Learning-Assessment Cycle

**2. Learning Opportunities**

**1. Learning Goals**



**3. Assessment**

**4. Using Results**



# Clarify Your Purpose

# Why Are You Assessing?

- Who are the audiences for your results?
- **Why?**
- What do they **need** to know?
- What decisions will your results inform?

# TIME TO TALK!

- Why might your institution's **board** be interested in **general education** assessment results?
- Identify **one** board decision that general education results might inform.

# Define Success

Success



# What are Your Most Important Campus-Wide Learning Outcomes?

- At Mountaintop University
  - *Develop and express ideas in writing.*
  - *Speak purposefully to affect listeners' understanding or behaviors.*
  - *Contribute meaningfully to team work.*
  - *Locate, evaluate, analyze, and synthesize information, and use it to make intelligent decisions.*



# What Kind(s) of Standards or Benchmarks Might You Use?

- Set ***your own campus-wide*** standards.
- Compare results against ***peer*** institutions.
- Compare results against ***when students entered*** our college.
- Expect some results to be ***stronger*** than others.

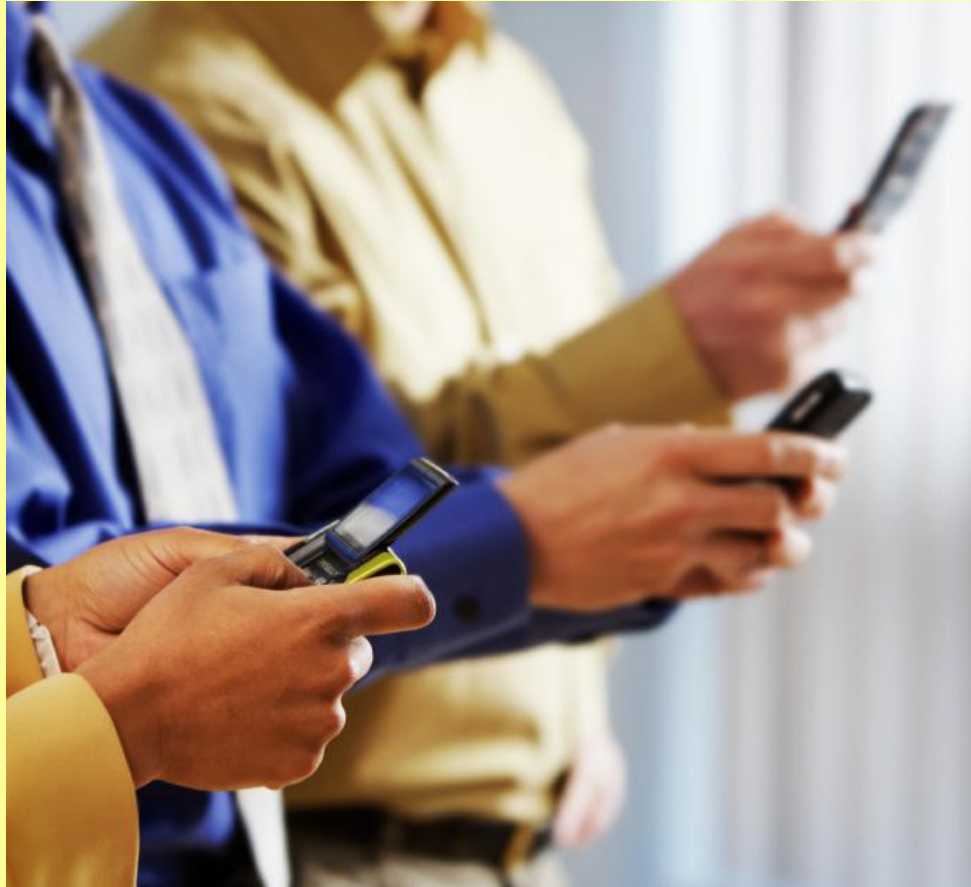
# How Do You Define a Successful Student?

- What results are minimally adequate? **Why?**
  - *How many students should be minimally adequate?*
- What results are exemplary? **Why?**
  - *How many students should be exemplary?*
- Is your definition of success justifiable?

# How Do You Set Standards for Gen Ed Writing?

- Set **your own campus-wide** standards.
- Compare results against **peer** institutions.
- Compare results against **when students entered** your college.
- Expect some aspects of writing to be **stronger** than others.

# Identify Big, Useful News



**Share It Clearly & Succinctly**

# Tally the Results

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	Excep- tional	Very Good	Ade- quate	Inade- quate
Communicates ideas & concepts effectively when speaking	60%	29%	10%	1%
Brainstorms/develops options & ideas	58%	25%	14%	3%
Exhibits a vibrant approach to work	67%	22%	9%	2%
Sets appropriate priorities	67%	22%	9%	2%
Seeks out & utilizes appropriate resources	60%	26%	13%	1%
Understands written materials	62%	27%	9%	2%
Communicates ideas & concepts clearly in writing	56%	30%	10%	4%
Participates effectively in meetings or group settings	57%	32%	10%	1%
Dress & appearance are appropriate	78%	18%	3%	1%
Manages & resolves conflict in a productive manner	48%	35%	16%	1%
Demonstrates assertive but appropriate behaviors	58%	27%	14%	1%
Overall rating	64%	26%	8%	2%

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# Sort Results from Highest to Lowest

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<b>Overall rating</b>	<b>64%</b>	<b>26%</b>	<b>8%</b>	<b>2%</b>
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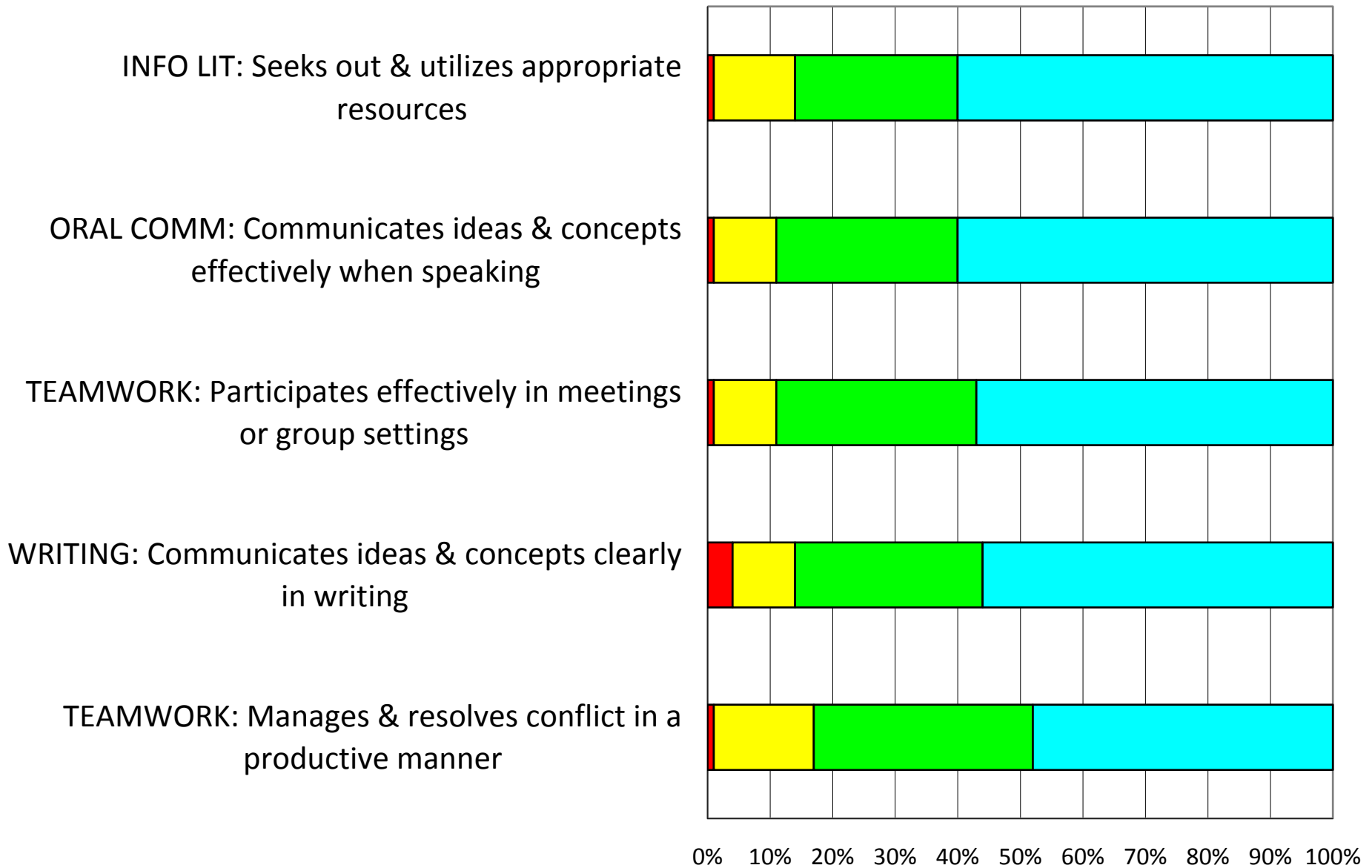
- Most information is useless.
- Give yourself permission to dismiss it.

– *Harris & Muchin*

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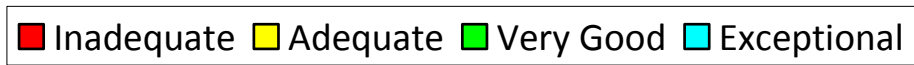
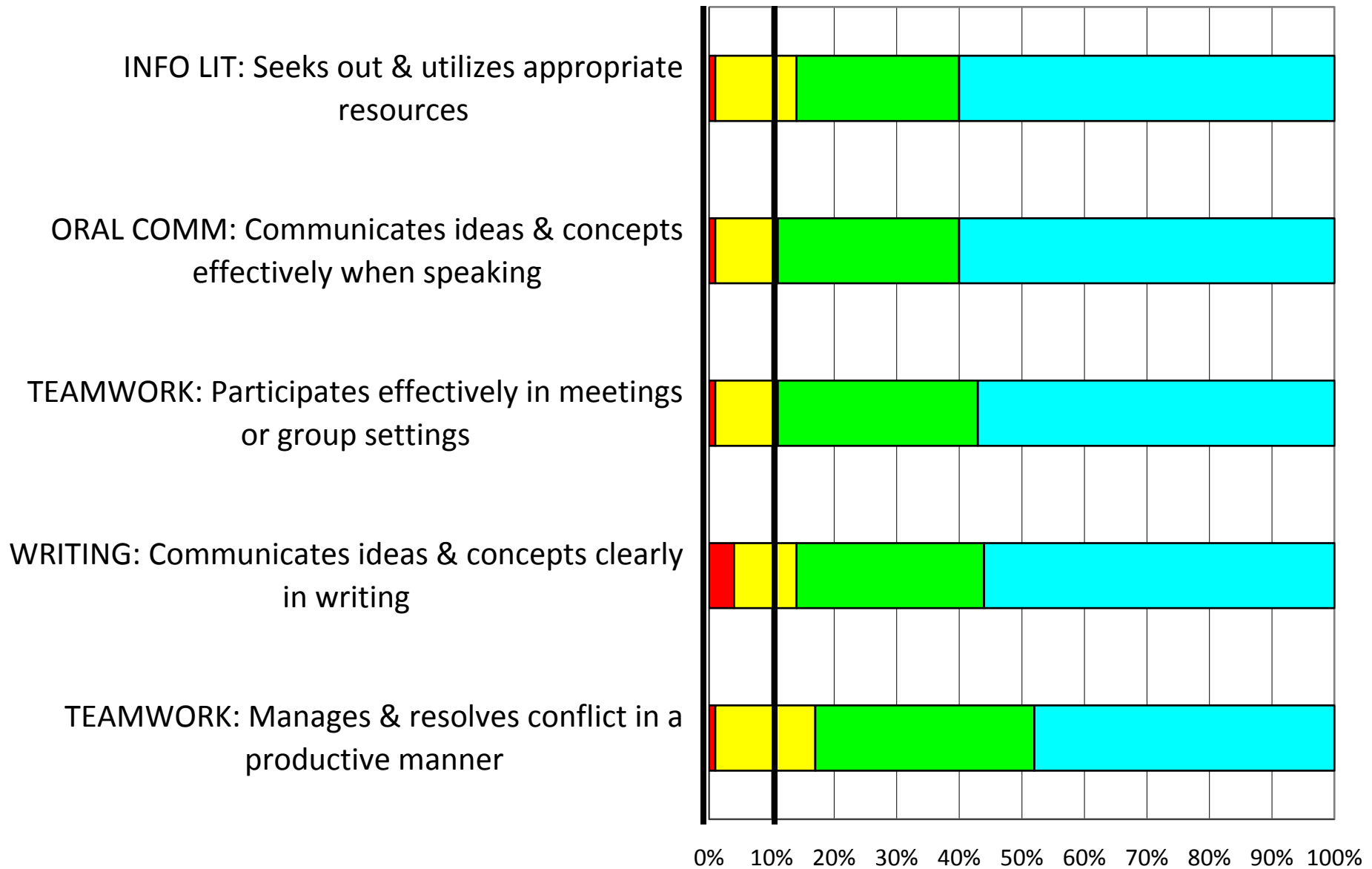
	Excep- tional	Very Good	Ade- quate	Inade- quate
<b>TEAMWORK:</b> Manages & resolves conflict in a productive manner	<b>48%</b>	35%	16%	1%
<b>WRITING:</b> Communicates ideas & concepts clearly in writing	<b>56%</b>	30%	10%	4%
<b>TEAMWORK:</b> Participates effectively in meetings or group settings	<b>57%</b>	32%	10%	1%
<b>ORAL COMM:</b> Communicates ideas & concepts effectively when speaking	<b>60%</b>	29%	10%	1%
<b>INFO LIT:</b> Seeks out & utilizes appropriate resources	<b>60%</b>	26%	13%	1%





# Do Students Meet Mountaintop's Definition of Success?

- 100% at least adequate
- 90% very good or exceptional





**Consider  
Successes and Disappointments**

# Celebrate Successes!



- Oral communication
- Teamwork - participation

# TIME TO TALK!

- How might Mountaintop College **use** successful assessment results?
  - *Oral Communication*
    - Communicates ideas & concepts effectively when speaking
  - *Teamwork*
    - Participates effectively in meetings or group settings

# Look at Disappointing Results

- Some inadequate writing
- Not enough *really good*  
(*very good or exceptional*)
  - *Conflict resolution*
  - *Writing*
  - *Information literacy*

# TIME TO TALK!

- Why might assessment results for writing be disappointing?
- How might Mountaintop try to improve writing skills?
  - *Facing a 1% budget cut!*