



Communication Strategies and Tools to Build and Sustain Assessment Across the Institution

Office of Assessment of Teaching and Learning

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Learning Outcomes

1. Become familiar with communication needs and tools we've found useful at our institution
2. Identify communication pathways at your institution and estimate how well assessment roles and results are communicated
3. Identify areas for improvement at your institution
4. Consider new tools or approaches you might try and how to manage potential wrinkles

Our Context

Washington State University

- Context
- Accreditor Feedback



Approaches

Office of Assessment of Teaching and Learning

- Role
- Approaches
 - Respect and Acceptance
 - Service and Credibility
 - Small Steps over Time

Acceptance

Getting the lay of the land

- Formative inventory survey
- Developmental annual report (not scored)
- One-on-one meetings with faculty and with associate deans



Service

We serve:

- Faculty members and degree programs
- Leadership
- Students and the Institution



Credibility

We provide tools and processes that are reliable and effective.

- Good practices
- Manage expectations
- Acknowledge limitations



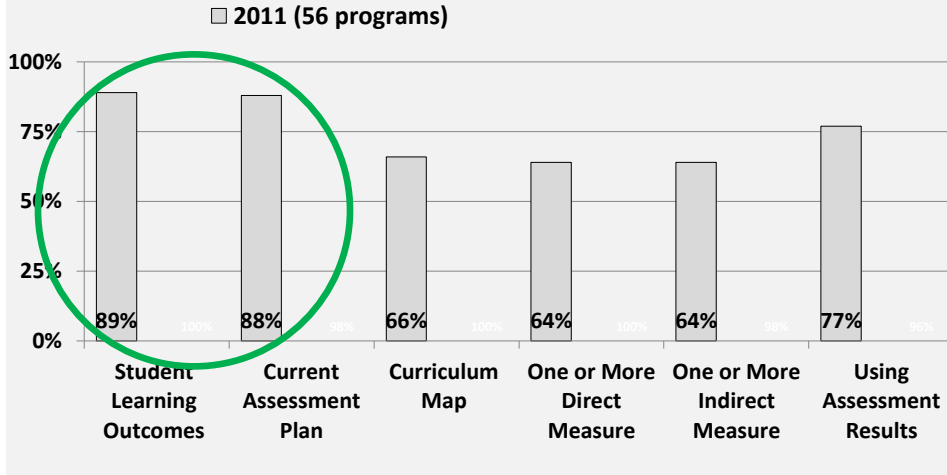
Small Steps

- **Piloting activities and tools**
- **Workshops**
- **Six key elements**



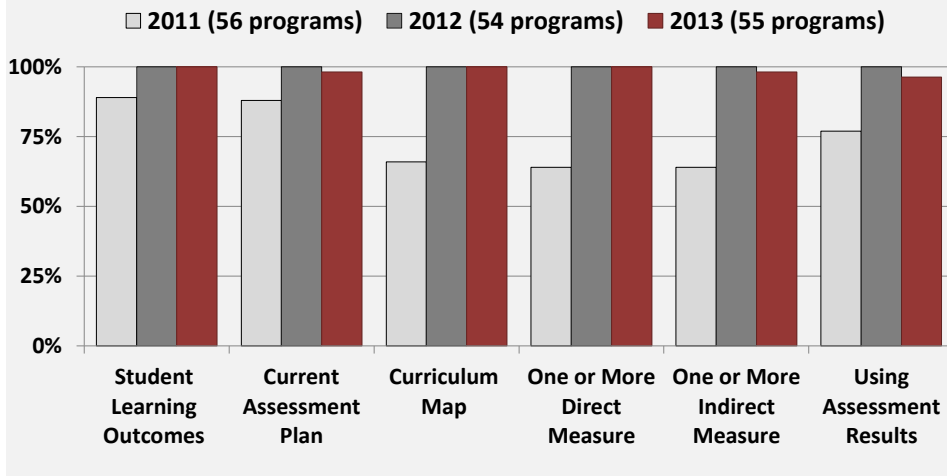
2011

Key Assessment Elements Reported in 2011 and 2012
Undergraduate Academic Programs



2011 -2013

Key Assessment Elements Reported in 2011 and 2012
Undergraduate Academic Programs



Communication Needs

- **Accreditor recommendation about including branch campuses in assessment** (2009)
- **Communication gaps** apparent in annual reports and inventory, and through our experience

Focus on Communication

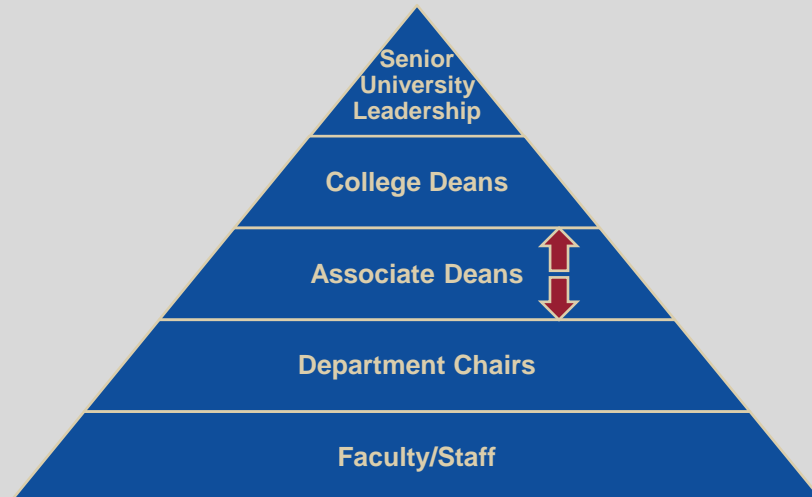
- **Understand and Enhance Communication Pathways**
- **Build Community**

Communication Strategies

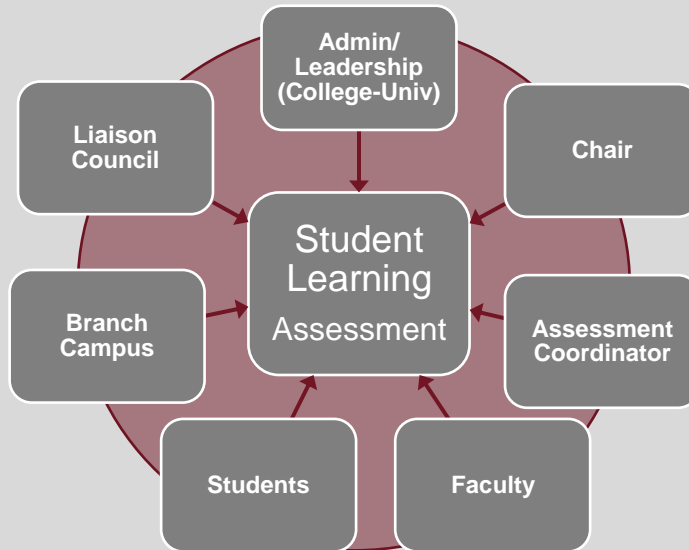
- Regular dialogs with leadership
- Meet w/faculty and coordinators
- Build on existing reporting lines
- Focus on communication pathways



Communicate at Various Levels Apply Change Management

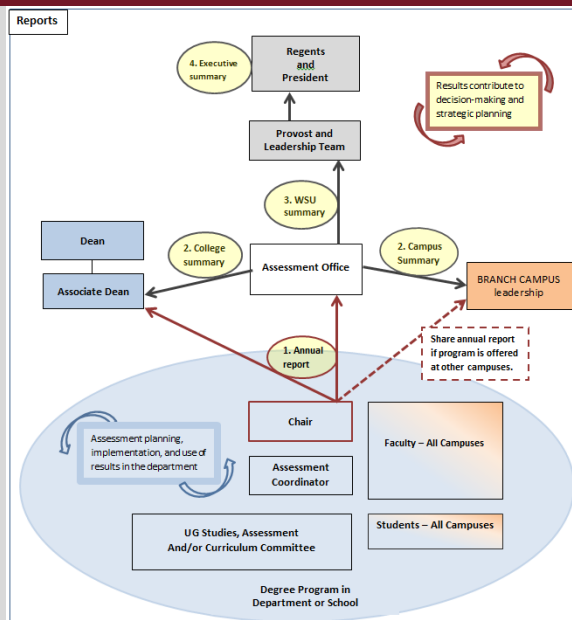


Clarify Roles - The Wheel

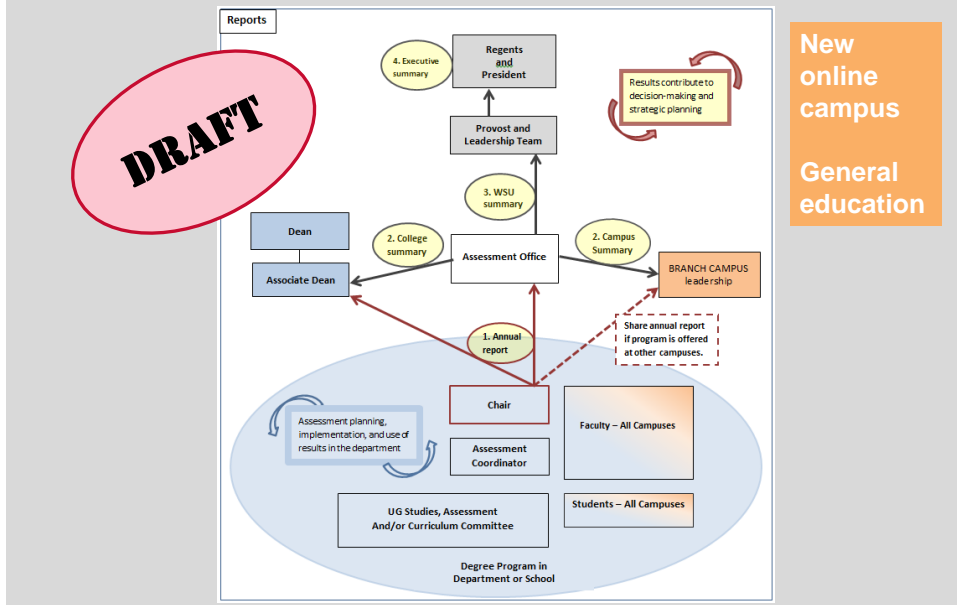


Adapted by WSU's Office of Assessment of Teaching and Learning from University of Hawai'i, Manoa

Clarify Communication: Flowchart

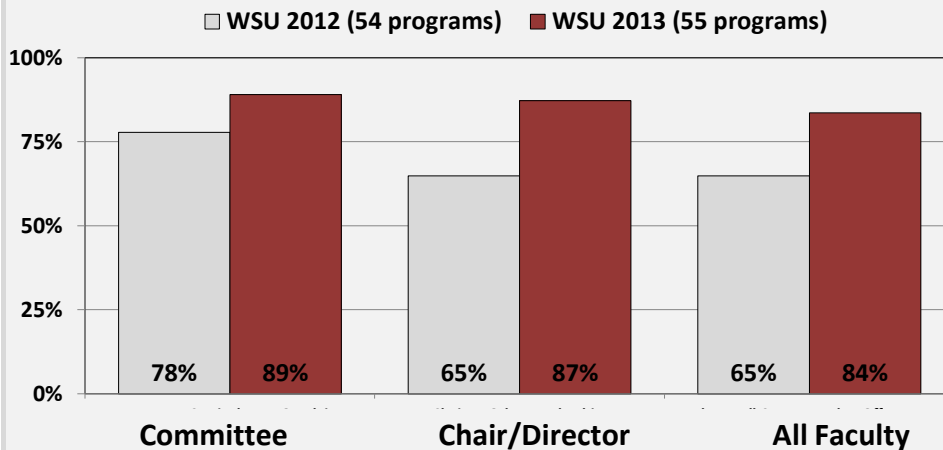


A moving target Clarify Communication: Flowchart



Annual summary reports

**Discussed Assessment Results in Past Two Years
Undergraduate Academic Programs**



2013: Assessment is used

Kinds of Decisions Assessment Has Helped Inform	2013 Programs (55)
Curriculum	40 (73%)
Instruction	38 (69%)
Advising	19 (35%)
Faculty, professional development	17 (31%)
Course Scheduling	14 (25%)
TA Training	12 (22%)
Facilities	11 (20%)
Assessment Processes (plan, infrastructure)	44 (80%)

Results: Peer Evaluators

RECOMMENDATION – *Resolved*

COMMENDATION, April 2013

“The Peer-Evaluation Committee commends Washington State University for the high level of support that departments and faculty are receiving from the Office of Assessment of Teaching and Learning. **The leadership of and service-oriented approach of this office were cited repeatedly as responsible for the noticeable transformation of the culture of assessment since the Year One Report. The evaluators were pleased to see the extent to which assessment information is currently being used in college, school and institution decision-making.** The Institution is to be commended for the level of support that has been provided to build assessment processes, and the commitment to use assessment information in decision-making at all levels.”
(Standard 2.C.2)

Activity: Self-Assess Communication

- 1. Take stock of your institution:
Fill out self-assessment (handout)**
- 2. Share with neighbors (groups of 2-3)**

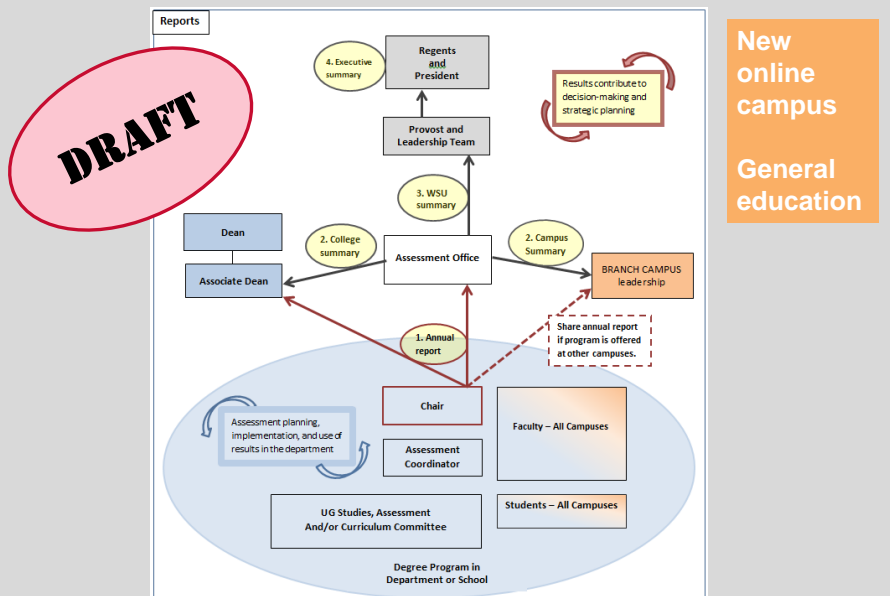
Activity: Flowchart

Using the flowchart handout, draft a flowchart that describes your institution's current communication pathways. Work individually or in a group.

Activity: Share-Out

- What's working well with productive communication on your campus?
- What changes in your flowchart would be most useful in encouraging productive communication?

A moving target Clarify Communication: Flowchart



Feedback

Please take a few minutes to give us feedback for improvement



**Thank you!
We look forward to
talking with you.**

**Kimberly Green
Becky Dueben**

*Office of Assessment
of Teaching and Learning
Washington State University*