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### **Facing Assessment: Anticipating the Storm With a Plan, Partners, and Provision**

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# Facing Assessment:

Anticipating the Storm with a  
Plan, Partners, and Provisions

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15th Annual NCICU  
Assessment Conference



GARDNER-W  
UNIVERSITY

Guilford College  
June 12, 2019

## Goals for today

- ▣ Understand the basic parts of the assessment process as demonstrated through survival analogies
- ▣ Be encouraged to develop a culture of assessment that is balanced and strives to save more resources than it costs
- ▣ Open communication channels to learn from others both within one's own school and within the larger assessment and education community.





# Plan

Decide what is important for your institution.

# 3 Layers of Protection



Shelter

University



umbrella

Department



Raincoat

Individual

# What does success look like?

- ▣ Don't forget your map
- ▣ Where are you now?
- ▣ Where do you want to go?
- ▣ What landmarks tell you that you are headed the right way?



# Trail markers

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# Measure

Are reliability and validity on your radar?

# Measure

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- ▣ Reliability - consistency of a data set based on data collection and analysis.
- ▣ Validity - do the data sets measure the construct under analysis?
- ▣ Data Analysis Plans
- ▣ You've collected data; now what are you going to do with it?



Use

Are you taking action? How do you know  
if your actions make a difference?

# Use

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## Identify Problems

Dig deep; identify the right problems.

If you do not identify the root issues, how can you develop the best solution?

Holistic view.

## Triangulate Data

Consider both internal and external impact factors.

Which factors are in your control and which are not?

Overlay related data.

## Prioritize Focus

Capitalize on change that is high impact.

Balance long- and short-term goals.

# Identify Problems and Success

Use the data to tell a story

Ask what the data tell us?

Why did we get this result?

What should we do about it?

What are you doing well?

Don't forget to celebrate the win.

Publish it

Teach it

What needs Improvement?

Don't try to fix everything at once

Pick one or at most three things to work on at a time



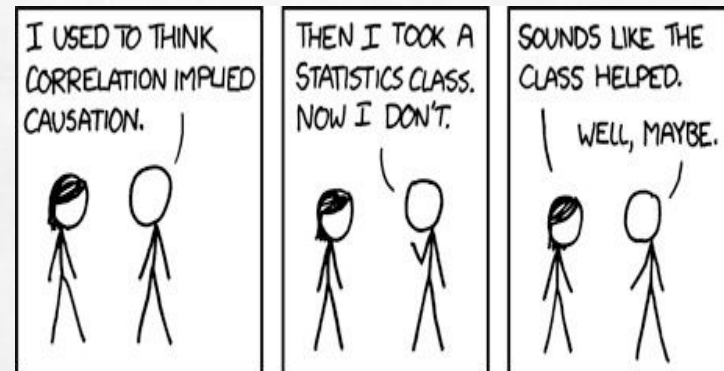
# Other Factors

## Implementation Fidelity



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## Correlation vs Causation



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# Did your plan work?

	1-Beginning	2-Developing	3-Mature	4-Exemplary
Evaluation of Action	No documentation of the relationship between specific action taken and changes in a specific outcome	A correlation is noted between action taken and the changes in an outcome	A correlation is noted between action taken and the changes in an outcome with an awareness of other factors that influence changes in an outcome	A causal relationship between action taken and changes in an outcome are justified and reflected upon.



# Develop a Culture of Assessment

What does your fire look like?

# What does your fire look like?

## Controlled Burn

Stakeholders are involved in the process.

Data collection and analysis are shared.

Action steps are understood and have purpose.

Focus is on using the story the data tells to improve practices

## Wildfire

Stakeholders fill out paperwork. Without full understanding of the process and purpose

Action steps are or feel “mandated,” with no ownership of the process.

Stakeholders feel overworked and/or inefficient

## Pile of Ashes

Stakeholders have abandoned the cause.

Assessment process entails going through the motions, creativity is rewarded with apathy and/or additional work

Focus is on fulfilling minimum requirements





# Provisions

What is in your backpack?



# What is in your backpack?

## Radio

Open communication channels.

Reduce data blindness.

Receive information from both internal and external reviewers.

## Snacks

Take the food and decide what to eat.

Balance campus culture and cost.

What have other survivors eaten before? That food will probably work for you, too.

## Tools

Utilize tools that help you assess and implement efficiently.

Find tools that fit with minimal adaptation  
OR is it time to purchase?

# Questions for reflection

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- ▣ When was the last time you used data to influence action? What data did you use? How did you analyze it? What made you have enough confidence in the results to act on it? What happened as a result of the action?
- ▣ Why might action not be taken? Is there difficulty interpreting data in a meaningful way? Is there reason to doubt results are trustworthy? Are there factors that hinder action even if results clearly show what is needed? What does success look like and can you recognize it when you see the results?

# Let's review some concepts

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## Plan

Decide what is important for your institution.



## Measure

Are reliability and validity on your radar?  
Have a data collection and analysis plan.



## Use

Are you taking action?  
Triangulate data, identify problems, focus on the priorities.



## Radio

Open communication channels and reduce data blindness.



## Snacks

Take the food, but consider what you eat.  
Be balanced in what you implement.



## Tools

Don't reinvent the wheel. Developing data collection and assessment tools in-house isn't free . . .

A person with a backpack is seen from behind, looking out at a vast, rugged mountain range under a cloudy sky. The person is wearing a dark jacket and a backpack. The mountains are dark with patches of snow or ice. The sky is overcast and grey.

Ideas or  
Questions?



## Closing Reflections

- Walk with the wise and become wise, for a companion of fools suffers harm. - *Proverbs 13:20 NIV*
- As iron sharpens iron, so one person sharpens another.  
- *Proverbs 27:17 NIV*
- Though one may be overpowered, two can defend themselves. A cord of three strands is not quickly broken.  
- *Ecclesiastes 4:12 NIV*



# Presenters

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