Non-Academic Assessment
2019-2020 Reporting Session
October 12, 2020
Zoom
2:30 pm

Items Covered:

- Assessment Awards
- Key Takeaways to Improve Non-Academic Assessment Plans & Reporting
- Non-Academic Experience

End of the Year Reporting:

- All identified non-academic units were invited to attend the annual group reporting session.
- Because of COVID restrictions, the meeting was held via Zoom.
- A total of thirty-five units participated during the 2019-2020 academic year.
- Four units submitted plans, but did not complete the reporting process.
- Eleven units did not submit plans.

The session opened with recognition of leadership in assessment. Bill Carroll, Micky Solomon, Bill Nowlin, Brook Wiersig, Kim Hughes, Cara Comer, and Marc Willis were presented "Assess This! Be the G.O.A.T." trophies.

The first fifteen minutes was a review and discussion of the key takeaways from 2019-2020 to improve plans and reporting:

- Make sure you are assessing something that is meaningful to your office/department. If it isn't meaningful, assessment and reporting become checking a box.
- Big and small improvements matter! It could be something as simple as restructuring a report because in the big picture the effectiveness of that report makes a difference.
- In the reporting process, only focusing on meeting the outcome becomes just checking a box.
- It isn't about a required length of a report; it is about sharing key points and insight about the assessment experience. Asking the right questions during the planning and reporting processes can lead to further questions to explore – continuous improvement.
- The "Key Takeaways" handout provides questions for each component of the reporting process to further clarify what is expected for solid reporting.

The second part of the session was a group discussion over the non-academic assessment experience. In order to facilitate the discussion, Kelly Kellogg, Kim Hughes, Micky Solomon, and Tara Foos shared their key takeaways from the assessment and reporting processes:

- Kelly Kellogg (IE and Assessment) shared how she used assessment to assess assessment by focusing her non-academic plan on the effectiveness of a form used to guide the reporting process for academic program assessment. She utilized a focus group with an impact survey and direct feedback. Although the target was not met, the measures provided valuable insight into improvements.

- Kim Hughes (Student Support Services) demonstrated how the prior year's plan led to additional questions that were explored during 2019-2020. Although they had met the target in 2018-2019, the data and experience provided insight for improvements and more inquiry. Their 2019-2020 reporting has impacted the current academic year with new implementations.

- Micky Solomon (NASNTI) explained how their program implemented a non-credit blackboard class to provide resources to aid success and encourage early enrollment. Although the target was met, her program discovered that expecting students to use online resources on their own is not the best practice. In the future, Micky plans to revise the approach in her new grant.

- Tara Foos (Math & Science Upward Bound) provided insight on how not meeting the target led to success in another area. Her program and regular UB incorporated monthly meetings just for seniors to increase participation. Although participation did not increase, there was an increase in the participants' response and submission of post-secondary documents needed for successful enrollment. They feel that this is a direct result of improved communication in a focused setting.

Takeaways from Non-Academic Experience:

- Create brave and safe spaces for transparency and growth. The planned session format was to present updates and improvements and then break into small groups by plan purpose, such as enrollment, retention, etc., to discuss their non-academic experience. This did not happen because of COVID restrictions. The IE committee will experiment with different formats to prompt more discussion through commonalities and to promote transparency and growth.

- Structure for accountability. Each unit must be required to send a representative to the meeting. Prior to the meeting, each unit will identify the representative(s) who will be in attendance. If needed, VPs will follow-up.

- Use "data stories" as a concept to replace the stigma related to the term reporting, which often translates to checking a box. Also, include incentives, such as recognition for "best narration with supporting data" and "best learning from unexpected findings."

- Involve administration. One of the biggest fears of non-academic units was that the assessment process would not be utilized by administration. The IE committee must explore ways to facilitate administration feedback on assessment and reporting. One school has held yearly meetings/luncheons with administration for socialization and

conversation about assessment findings. Reporting alone will always fall short as far as actionable dialogue. Sharing "data stories" and plans of improvement with interactive feedback prompts a culture of continuous improvement.

Materials & Handouts: Key Takeaways to Improve Non-Academic Plans & Reporting and Reporting Examples