

Turning Findings into Action Plans

How to Use Assessment Results

#assessmentisfun
Assessment Training Series

May 18, 2016
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Introduction

Explain why this topic was selected – based on results from DSA Needs Assessment conducted last summer

- We asked DSA staff about their knowledge and interest in using assessment results for improvements
- Between 2012 and 2015 results went down in knowledge and went up in interest
- Additionally, in reading departments' assessment plans creating an action plan and articulating how results will be used was scored low

Objectives

◆ Participants will:

- Learn key points to consider when using assessment results
- Feel confident to make a change in their own or service based on their assessment results
- Write an action plan based on assessment results



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Key Points to Consider When Using Assessment Results



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Did You Hit Your Target?



What is the purpose of the program or service?

How do you define success?

What were your targets?

Are you satisfied with the results?



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If you did not hit your intended target – then definitely make a plan for changes to the program or service

- Don't focus on changing the outcome or measure...what change do you need to make with the program or service

If you met your intended target – are you satisfied?

- If you are not satisfied, what are you doing about it?
- What else can you do to improve the program or service and move to the next level?

Make Time to Reflect



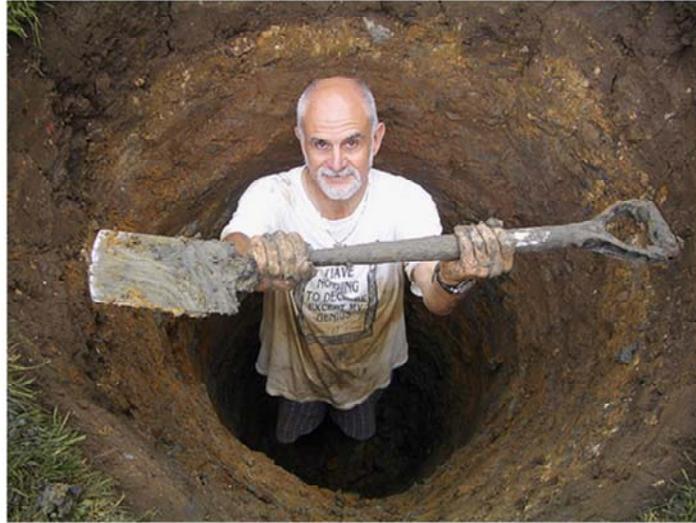
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Take time to reflect on the results – usually you need to really block time or schedule a meeting with this as the agenda

Are there others on the team you should talk with? (supervisor, students, other staff or stakeholders, etc.)

- What did you do well? How do you know this?
- What do you need to improve on? How do you know this?
- What stood out from the results?
- In developing a plan or changes remember to keep it manageable, meaningful, and measurable

Do You Need to Dig Deeper?



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You may have to look at a combination of information or results to fully understand what is happening or what changes to make.

- What did the formal assessment results say?
- What did you or others observe?
- What was the feel or mood of the program or service?
- Don't forget to consider any political elements that could be happening

You may also need to look at information in a different manner – especially to understand differences in the experience of student groups

- Do you have any response bias? What does that mean or how could you look at that?
- Do you get the same general results for all student populations or are some populations having a different experience?

Making Changes!



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Reviewing the assessment results is not meaningful – making changes based on the assessment results is meaningful.

Don't just keep the program/service the same – strive for continual improvement!

Some thoughts:

- Changes do not need to be complete overhauls, they can be smaller and meaningful
- Think about marketing
- Think about communication with participants
- Think about content or timing
- The change should be about the program/service, not the assessment

How Will You Assess the Changes You Make?



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You've looked at your intended purpose and targets, you've taken time to reflect on the results, and you've dug deeper...now what?

This last key point is from an article: weigh pig, feed pig, weigh pig

- Staff are very good at weighing the pig – we do lots of assessments!
- But, often we forget to feed the pig
- Insanity is doing the same thing but expecting different results!
- Your program or service can't grow if you don't make changes to it!

When you make changes to a program or service, it is important to assess those changes to determine if they were effective

Review Key Points

- ◆ Know your target prior to the offering the program/service
- ◆ Did you hit your target?
- ◆ Make time to reflect on your level of satisfaction with the results
- ◆ If there information missing or a need to dig deeper?
- ◆ Use the results to make changes to your program/service
- ◆ How will you assess the changes you make?



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Writing An Action Plan



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Language from WEAVEonline if your project is being reported there...but the idea of writing an action plan would be the same even if it is not in WEAVEonline.

Components of an Action Plan

A hand-drawn diagram of an action plan template. It features a green border with two red circular fasteners at the top. The title "ACTION PLAN" is written in large blue letters across the top. Below the title is a table with four columns labeled "WHO", "WHAT", "WHEN", and "HOW" in red capital letters. The table has two rows of empty cells for data entry.

WHO	WHAT	WHEN	HOW

What did the results say?

What changes are you making?

How are you making or implementing the changes?

Who is responsible?

What resources are needed?

What is the timeframe?



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Start with looking at the results:

- Where did you not hit your target?
- Where are you not satisfied with the results?
- What change you do to improve those results?

Once you decide on changes you'll make to improve results – how will you get that done?

Action Plans in WEAVEonline

The screenshot shows a web form titled "Assessment Summary - Add Action Plan". At the top, there is a link "CLICK HERE for Tips and Examples" and a "Relationships" section with an "Add Relationships" button. The form includes several input fields and dropdown menus: "Implementation Status" (set to "Planned"), "Condensed Description" (with a character count of 125), "Description" (with a character count of 20,000), "Projected Completion Date" (with a calendar icon), "Implementation Description" (with a character count of 500), "Priority" (set to "High"), "Responsible Person Group" (with a character count of 500), "Additional Resources Needed" (with a character count of 400), "Requested Budget Status" (set to "To Review"), "Budget Amount Requested" (with a character count of 50), "Include on Action Plan Tracking page" (checked), "Include in Reports" (checked), "Established in Cycle" (set to "2013-2014"), and "Active through Cycle" (set to "See Action"). At the bottom, there is an "Entry Status" dropdown (set to "Draft / In Progress / Final") and "Save" and "Cancel" buttons. The footer contains copyright information for the University of North Carolina and the Office of Institutional Assessment.



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For those who write in WEAVEonline – this is a screenshot of adding an action plan. It has the same concepts.

What Would Your Action Plan Be?

A strength is the ability to provide consistent, near-perfect performance in a given activity.

Statement	Frequency	Percentage
True	7	54%
False	6	46%



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This is a learning outcome for Intro to Strengths – students will know the definition of a strength.

Anyone know what the correct response should be?

Do you think the target was met? – No

Would you be satisfied with these results? – No

What would your action plan be?

What would you change?

Who is responsible?

Do you need resources?

What Would Your Action Plan Be?

How did you find out about this program? (check all that apply)

Statement	2015 Percent	2014 Percent	2013 Percent
Word of Mouth	41%	44%	35%
Walk-In/Day of Advertising	13%	17%	15%
Facebook	12%	16%	13%
Banners on Koldus	9%	*	*
Newsletter	7%	3%	7%
Digital ads in MSC	6%	1%	4%
Website	3%	3%	4%
Sandwich Board	<1%	<1%	1%



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Marketing results for an annual program

What would your action plan be? Would you change anything about the marketing?

Are sandwich boards worth the effort for you?

Did the timing of the digital ads change to see the increase?

First year with a banner – good new effort or worth doing again?

n=467 (2015)

n=568 (2014)

n=565 (2013)

What Would Your Action Plan Be?

Statements	2016 Mean (sd) [n]	2015 Mean (sd) [n]	2014 Mean (sd) [n]
The program made relevant connections between me and "X" issues	3.45 (1.36) [93]	4.74 (.53) [178]	4.53 (.65) [194]
The program enhanced my knowledge of "X"	3.31 (1.24) [94]	4.77 (.46) [177]	4.61 (.58) [193]
The program provided useful information and ideas that can be applied in other areas	3.21 (1.41) [94]	4.77 (.45) [177]	4.48 (.67) [192]
The speaker was a good fit for this program	3.04 (1.58) [93]	4.93 (.30) [180]	4.82 (.40) [188]



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This is related to a program speaker. The scores are based off a 5-point scale with 5=strongly agree and 1=strongly disagree.

- Do you think the targets were met? – No
- Would you be satisfied with these results? – No
- What would your action plan be?
- What would you change?
- Who is responsible?
- Do you need resources?

Making Your Own Changes!



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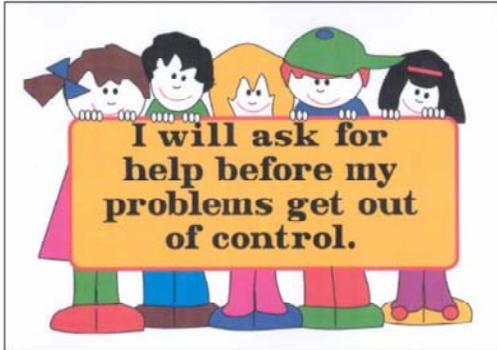
If you brought a report or assessment results from a program you have done, pull it out.

- Look at your results and think of the key points with your results specifically.
- What stands out to you or what do you see you can do?
- Start an action plan for yourself

If you did not bring results with you

- Either take time to create your own action plan and reflect a little on your program/service
- Or Work with a partner on theirs 😊

Contact Student Life Studies for Help



Student Life Studies

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studentlifestudies.tamu.edu



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Any questions?

Please contact Student Life Studies – we can help you reflecting on your programs or services to identify possible changes.