UNDERSTANDING ASSESSMENT

CONDUCTING ASSESSMENT IN STUDENT AFFAIRS - SESSION ONE
OVERVIEW

- Introductions
- Overview of curriculum year
- Icebreaker
- Where you are, where we are going...
- Session content
  - Definition of assessment
  - The assessment cycle
  - Types of assessment
  - Direct vs. indirect assessment
  - Formative vs. summative assessment
- Break
- Mapping activity
- Session assessment
COURSE OUTCOME: COMPLETE ASSESSMENT PLAN

• **Assessment Plan**
  • Designed around questions you have about your programs
  • Develop the plan throughout the upcoming months
    • Sections will be assigned after each class session
    • Peer feedback time at beginning of next session
  • Complete plan is due at final session
    • Designed to ideally take place in the following year

• **Rubric for Review**
  • Will help guide the specificity needed for the plan
  • Aiming for “Developed” rating
THE YEAR AHEAD

- **October** - Understanding assessment
- **November** - Defining assessment purpose
- **December** - Context of assessment
- **January** - Qualitative data collection methods
- **February** - Quantitative data collection methods
- **March** - Challenges in assessment
- **April** - Analyzing assessment data
- **May** - Reporting assessment data
- **June** - Interpreting results for stakeholders, long-term planning, Celebrate your success!
ICE BREAKER
WHERE YOU ARE, WHERE WE ARE GOING…

Confidence Barometer

In the pre-assessment, you were asked “I feel confident in my ability to conduct an assessment of my department or program”:

• 6 Disagree
• 4 Agree
• 2 Strongly Agree

Session Learning Outcomes

After today, you should be able to:

• define “assessment”
• identify steps of the assessment cycle
• identify different types of assessment
• differentiate between direct vs. indirect and formative vs. summative assessment
WHAT IS ASSESSMENT?

• “Any effort to gather, analyze and interpret evidence which describes institutional, departmental, divisional or agency effectiveness” (Upcraft and Schuh, 1996, p. 18).

• “Gathering and analyzing data in order to convey information that can be used to make changes and/or improvements to the institution, division, department or program.” (Yousey-Elsener, 2013, p.9)
THE ASSESSMENT CYCLE

1. Define mission and goals

2. Identify Outcome/Phenomenon of Interest
   - Articulate clear assessment question(s)

3. Select method and conduct assessment
   - Analyze and interpret results
   - Select method and conduct assessment

4. “Closing the Loop”
   - Propose actions and changes

5. Defining Assessment Purpose
   - Articulate clear assessment question(s)

6. Analyzing and Reporting
   - Define mission and goals

7. Data Collection
   - Select method and conduct assessment

8. THE ASSESSMENT CYCLE
KEY QUESTIONS TO ASK AS YOU BEGIN AN ASSESSMENT

- Why are you doing this assessment?
- What do you hope to learn from doing the assessment?
- Who is the audience for your assessment results?
- Who should be involved in the assessment project?
TYPES OF ASSESSMENT

- Utilization
  - Usage Numbers
  - Tracking participation in programs or services
- Satisfaction
  - Level of satisfaction with or perceptions of a program or service
- Needs Analysis
  - Gathering information about the needs/challenges of a specific group
- Program/Service Outcomes (Outputs)
  - Demonstrate that a specific program/service is meeting particular service or production targets
- Learning Outcomes
  - Show a specific program/service is contributing to changes in knowledge, abilities or values in the participants
DIRECT V. INDIRECT METHODS

• **Direct Methods** – any process employed to gather data that requires students to **demonstrate** their knowledge, behavior, or thought processes.

• **Indirect Methods** – any process employed to gather data that asks students their **perception/reflection** of their knowledge, behaviors, or thought processes.
**FORMATIVE V. SUMMATIVE**

**Formative**
- Conducted during the program
- Purpose is to provide feedback
- Used to shape, modify, or improve program

**Summative**
- Conducted after the program
- Makes judgment on quality, worth, or compares to standard
- Can be incorporated into future plans
...and here's a chart that shows what you might see if you looked at a mountain range through a tennis racket.
MAPPING ACTIVITY
SESSION ASSESSMENT
PREPARING FOR NEXT MEETING

Homework:

1) Complete “Departmental Outcomes/ Programs/ Services Mapping” Exercise
   • Microsoft Published template available online
   • Confirm draft with supervisor before next session
   • Bring a copy to next session

2) Complete “Data Audit” Exercise
   • What data do you already have in your department? What do you already know about your programs/services?
   • Consult with colleagues/supervisor to complete

3) Create working document of Assessment Plan (no narrative; just map out headings/subheadings)
   • Save electronically for later
   • No need to print