


Laying the Assessment Foundation

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Assessment isn't an activity. It's a state of mind.

Session Outcomes

- Articulate the definitions of important assessment terms
- Articulate how to align assessment
- Articulate the different types of assessment
- Articulate the importance of anchoring assessment

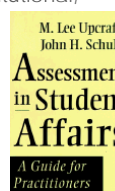


Definitions

- What are the differences between assessment, evaluation, and research?

Definitions

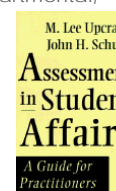
- Assessment** is any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness



Upcraft, M. L. & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass. P. 18.

Definitions


- Evaluation** is any effort to use assessment evidence to improve institutional, departmental, divisional, or agency effectiveness.



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Definitions

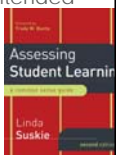
- **Assessment** is the ongoing process of establishing clear, measurable expected outcomes of student learning; ensuring that students have sufficient opportunities to achieve these outcomes; systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; using the resulting information to understand and improve learning."



Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass. P. 4

Definitions

- **Evaluation** is using assessment information to make an informed judgment.
- OR it determines the match between intended outcomes and actual outcomes.
- OR it investigates and judges the quality or worth of a program, project, or other entity rather than student learning




Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass. P. 4

Definitions

- **Research** is the collection and analysis of data to build or confirm theory and conceptual foundations.
- Assessment seeks to improve practice rather than make broad generalizations

Assessment and Planning

- Assessment and planning are linked, intertwined, and interrelated
- Systems thinking
- "Backward design"
- "Starting with the end"



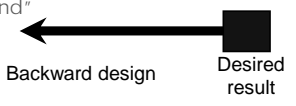
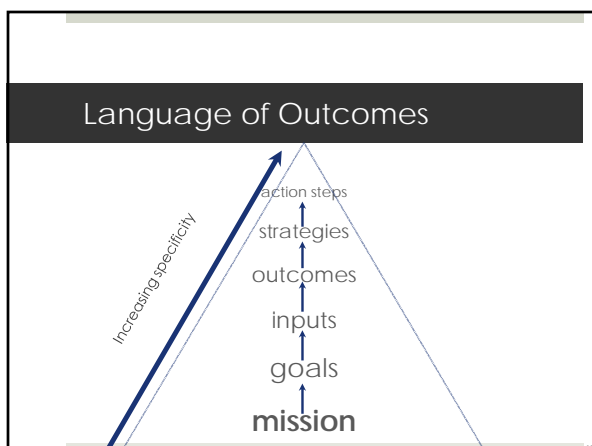


image adapted from <http://eduwithtechn.wordpress.com/>



Mission

- **Mission:** A mission clarifies an organization's purpose or why it should be doing what it does (Bryson, 2004. p. 102).
- Example: Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.

Who
Why

What

Mission

- **Mission:**
 - Example: Consistent with the liberal arts tradition of Dartmouth College, the Dean of the College Division builds an inclusive, thriving, and intellectually stimulating environment that fosters academic, social, cultural, and personal growth.

Mission Alignment

- **Mission**
 - Rollins College educates students for global citizenship and responsible leadership, empowering graduates to pursue meaningful lives and productive careers.
 - Consistent with the liberal arts tradition of Dartmouth College, the Dean of the College Division builds an inclusive, thriving, and intellectually stimulating environment that fosters academic, social, cultural, and personal growth.

Mission Alignment

- **Mission**
 - Consistent with the liberal arts tradition of Dartmouth College, the Dean of the College Division builds an inclusive, thriving, and intellectually stimulating environment that fosters academic, social, cultural, and personal growth.
 - The Office of Student Involvement and Leadership stands to promote citizenship, multiculturalism, and community involvement through leadership education, experiential learning opportunities, student organization involvement, and campus programming.

Goal

- **Goal:** A goal is an end result written in broad terms.
- Example: As a result of participating in the Emerging Leaders Program, students will increase their leadership skills.



Mission-Goal Alignment

- **Mission:** The Office of Student Involvement and Leadership stands to promote citizenship, multiculturalism, and community involvement through leadership education, experiential learning opportunities, student organization involvement, and campus programming.
- **Goal:** As a result of participating in the Emerging Leaders Program, students will increase their leadership skills.

Input

- **Input:** A raw material that is used to develop a program or intervention which can include faculty, staff, budget, facilities, technology, etc.
- Example: \$1500, two staff members, and electronic portfolio software is available for the Emerging Leaders Program.




Outcomes

- Operational outcomes
- Learning outcomes
- Program outcomes

Operational Outcome


- **Operational Outcome:** Metrics that document how well the operational aspects of a program or activity are functioning, but do not document learning or overall impact of the program or activity.
- Example: 200 students will participate in the Emerging Leaders Program by the end of the 2009-2010 academic year.



Learning Outcome


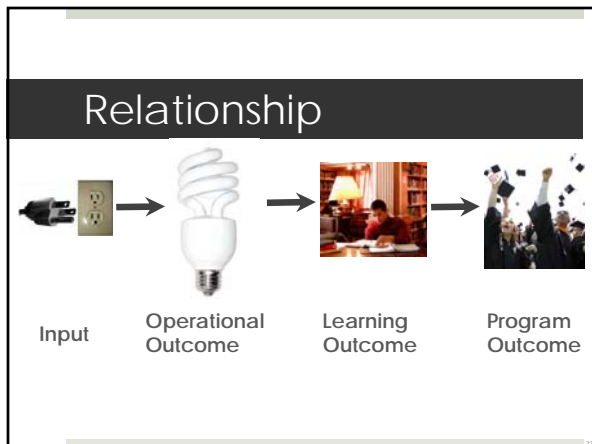
- **Learning Outcome:** A learning outcome is the desired learning effect of a program, service, or intervention but is more specific than a goal. It is results-focused and participant centered.

-Example: As a result of participating in the Emerging Leaders Program, students will develop and hone meeting facilitation skills.




Program Outcome

- **Program Outcome:** A program outcome is the desired aggregate effect of a program, service, or intervention but is more specific than a goal.
- 80% of all students will lead a student organization during their college career.


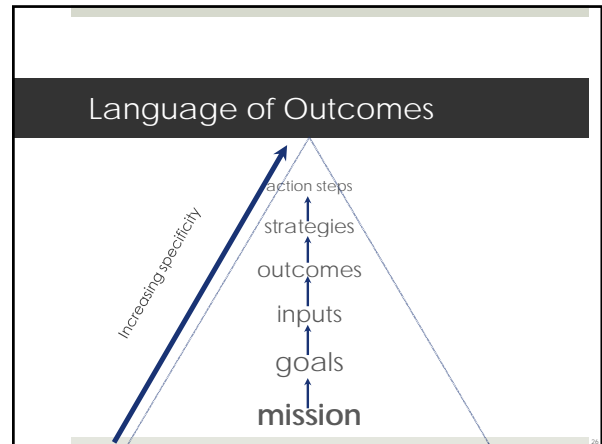
Strategy

- **Strategy:** A strategy is a means to achieving an outcome or goal.
- Example: In order for students to increase their meeting facilitation skills, they will identify and describe three best practices in meeting facilitation.



Action Step

- o **Action step:** An action step is a way to implement a strategy to achieve an outcome or goal.
 - Example: If the strategy is to have students identify and describe three best practices in meeting facilitation, action steps might include identifying meetings to attend, developing an opportunity for reflection, developing a framework for that reflection, evaluating the experience, etc





Assessment Ins and Outs

- ▣ Forms of assessment
- ▣ Types of assessment
- ▣ Methods/techniques of assessment


Forms of Assessment

- ▣ Summative
- ▣ Formative
- ▣ Political



Forms of Assessment


- ▣ **Summative:** Did you get where you wanted to do? Did you accomplish your goal?
- ▣ This is used to determine if a particular organizational activity or function should be continued, enhanced, curtailed, or eliminated. They are used for accountability and strategic planning.
- ▣ **Accountability**



Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), *Perspectives on curricular evaluation*, no 1. Chicago: Rand McNally.

Forms of Assessment


- ▣ **Formative:** Was the process to get to your outcomes successful
- ▣ Is used to improve organizational or institutional effectiveness and typically focuses on improving the processes which potentially lead to increased effectiveness.
- ▣ Program improvement



Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), *Perspectives on curricular evaluation*, no 1. Chicago: Rand McNally.

Forms of Assessment

- Political assessment is used to communicate and defend a program to potential stakeholders, including professional staff, office staff, faculty, administrators, parents, tax payers, and funders.



Brown, R. D. & Podolske, D. L. (1993). Strengthening program through evaluation and research. In R. B. Winston, S. Anchors, & Associates. *Student housing and residential life: A handbook for the professionals committed to student development goals*. San Francisco: Jossey-Bass.

Types of Assessment

Increasing complexity and integration ↓

- Tracking Usage
- Needs Assessment
- Satisfaction Study
- Culture/climate Assessment
- Outcomes Assessment
- Resource Effectiveness Study
- Benchmarking
- Program Review
- Strategic Planning

Assessment Techniques

- Surveys
- Focus groups
- Counting heads
- 1-minute papers
- Capstone project
- Portfolio

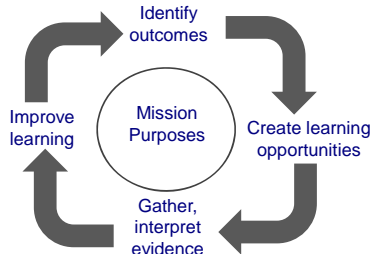
Anchoring Assessment

- Theory
- Established practice
- Professional standards
 - Council for the Advancement of Standards in Higher Education (CAS)
 - www.cas.edu

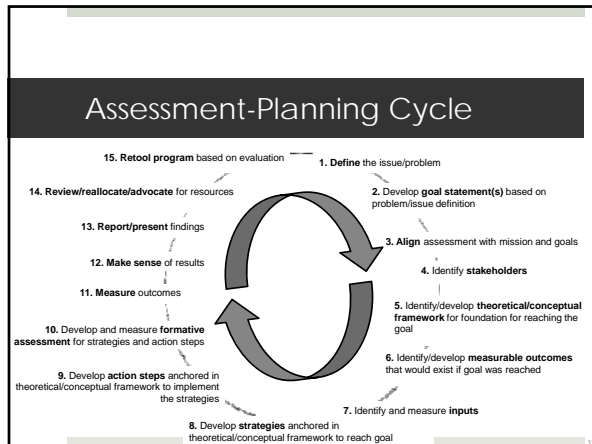
Anchoring Assessment

- White papers/National reports
 - Learning Reconsidered
 - www.myacpa.org/pub/documents/LearningReconsidered.pdf
 - College Learning for a New Global Century
 - http://www.aacu.org/leap/documents/GlobalCentury_final.pdf
 - AAHE Principles of Good Assessment
 - www.iuk.edu/~kocilla/assessment/9principles.shtml

Assessment Cycle



Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.



Politics of Assessment

- Control/ownership of the issue
 - Stakeholder involvement
 - Position on agenda
 - Resources
 - Communication
 - Timing
 - Spin

Ethical Assessment

- Informed consent
- Voluntary participation
 - may be reason to mandate
- No repercussions for non-participation
- Confidentiality
- Minimization of risk

Resources

- Reports
- Books
- Websites

Reports

- Greater Expectations (2002)
 - www.greatereexpectations.org
- College Learning for the New Global Century (2007)
 - http://www.aacu.org/leap/documents/GlobalCentury_final.pdf
- Learning Reconsidered (2004) and
- Learning Reconsidered 2 (2006)
 - ACPA and NASPA
 - www.learningreconsidered.org

Books – Must Haves

- Angelo, T. A. & Cross, K. P. (1993). *Classroom assessment techniques: A handbook for college teachers (2nd ed)*. San Francisco: Jossey-Bass.
- Suskie, L. (2009). *Assessing student learning: A common sense guide (2nd Ed.)*. San Francisco: Jossey-Bass.

Books – Should Haves

- Maki, P. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.
- Walvoord, B. E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.



Books – Good to Have

- Huba, M. E. & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting focus from teaching to learning*. Boston: Allyn and Bacon.
- Wehlburg, C. M. (2008). *Promoting integrated and transformative assessment: A deeper focus on student learning*. San Francisco: Jossey-Bass.



Books – Good Resources

- Assessment Reconsidered (2008)
 - <http://bookstore.naspa.org/index.asp?PageAction=VIEWPR OD&ProdID=46>
- Council for the Advancement of Standards in Higher Education. (2006). *CAS professional standards for higher education* (6th ed.). Washington, D.C.: Author. Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, D.C.: National Association of Student Personnel Administrators.
- Upcraft, M. L. & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.
- Schuh, J., & Associates. (2009). *Assessment methods for student affairs*. San Francisco: Jossey-Bass.
- Urdan, T. C. (2005). *Statistics in plain English* (2nd ed). Mahwah, NJ: Lawrence Erlbaum and associates.

Websites

- Dartmouth Office of Institutional Research
 - www.dartmouth.edu/~oir
- North Carolina State University
 - <http://www2.acs.ncsu.edu/UPA/assmt/resource.htm>
- James Madison University
 - www.jmu.edu/assessment
- Texas A&M Student Life Studies
 - <http://studentlifestudies.tamu.edu>

Websites

- AAC&U
 - www.aacu.org
- ACPA Commission for Assessment and Evaluation
 - www.myacpa.org/comm/assessment
- NASPA Assessment, Evaluation, and Research Knowledge Community
 - www.naspa.org/communities/kc/community.cfm?kcid=24
- NASPA NetResults (members only)
 - www.naspa.org/netresults/index.cfm

Reflection Pause

- Any comments or questions to this point?



Conclusion

