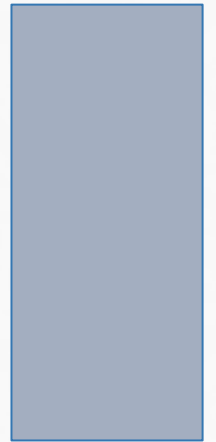


UNDERSTANDING ASSESSMENT

CONDUCTING ASSESSMENT IN STUDENT AFFAIRS-
SESSION ONE



OVERVIEW

- Introductions
- Overview of curriculum year
- Icebreaker
- Introduction to assessment
 - Define assessment
 - Review different types of assessment
 - Understand the importance of assessment purpose

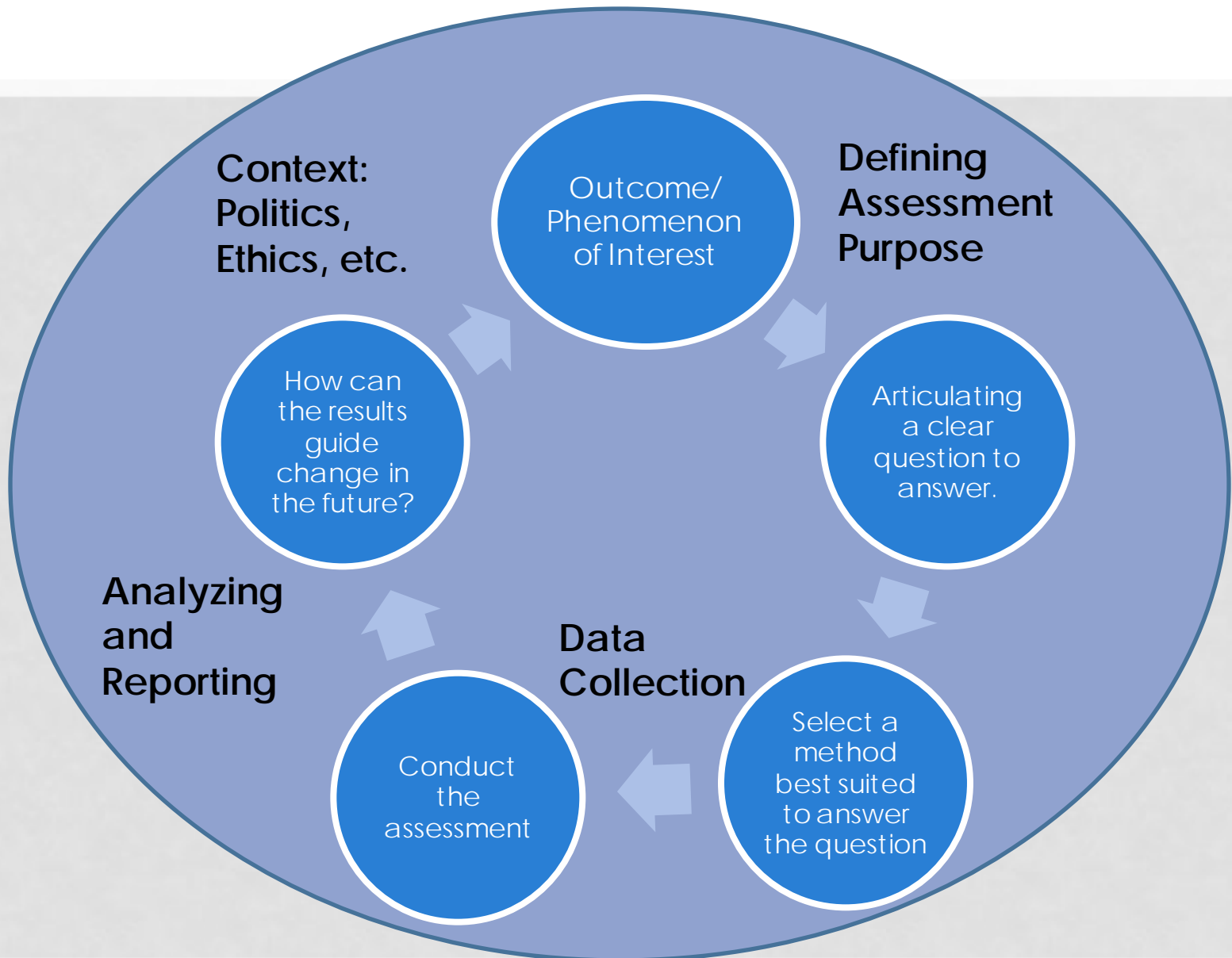
THE YEAR AHEAD

- Understanding assessment
- Defining assessment purpose
- Context of assessment
- Qualitative data collection methods
- Quantitative data collection methods
- Challenges in assessment
- Analyzing and reporting assessment data
- Interpreting data for stakeholders; long term planning
- Celebrate your success

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, In Press)

ASSESSMENT CYCLE



TYPES OF ASSESSMENT

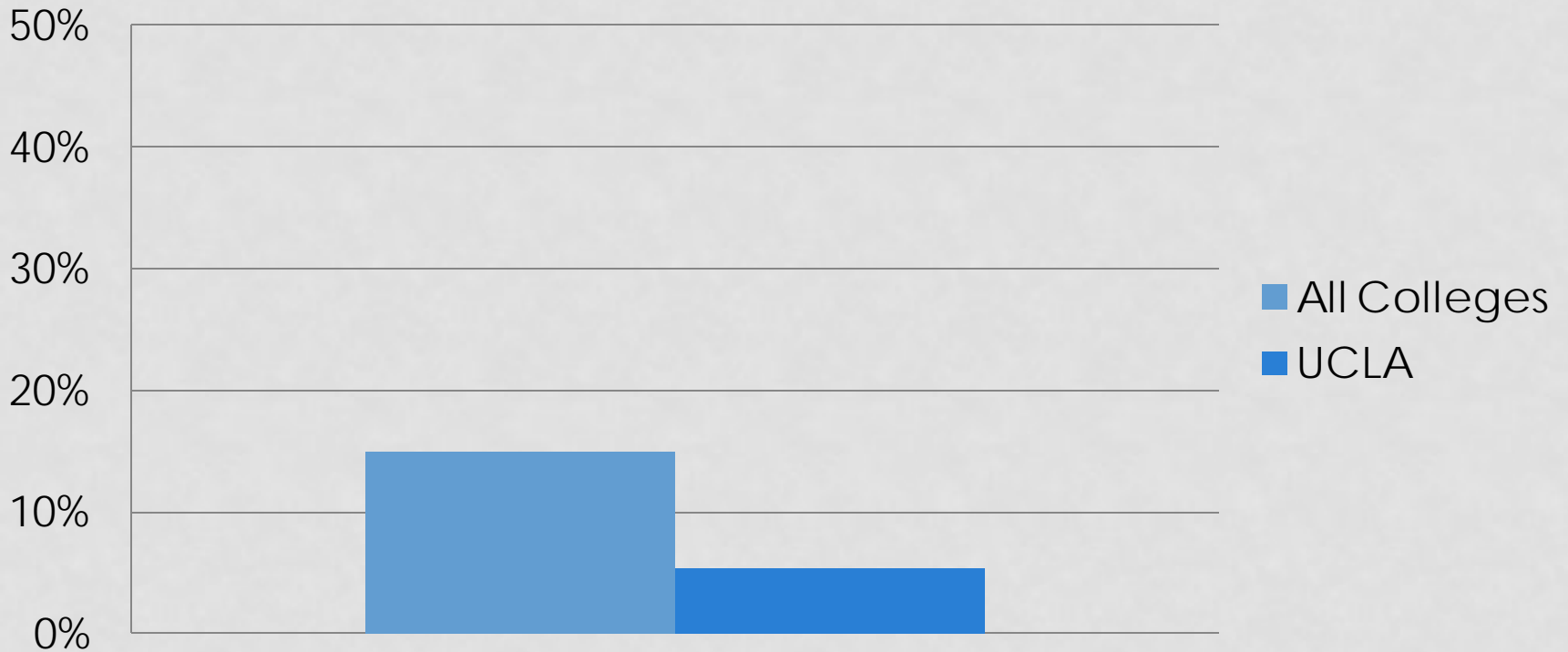
- Utilization
 - Usage Numbers
 - Tracking participation in programs or services
- Satisfaction
 - Level of satisfaction with or perceptions of a program or service
- Needs Analysis
 - Gathering information about the needs/challenges of a specific group
- Program/Service Outcomes (Outputs)
 - Demonstrate 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

TYPES OF ASSESSMENT, CONT.

- Cost Effectiveness
 - How does the outcome of a program/service being offered compare to the cost to offer it?
- Benchmarking
 - Comparing a program/service against a peer or aspirant group
- Climate/Environment
 - Assess the behaviors/attitudes on campus

BENCHMARKING

Percent of entering students reporting “partying”
6 or more hours per week in the past year



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

KEY QUESTIONS TO ASK

- Why are you doing this assessment?
 - Accountability?
 - Improvement?
- 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?

PREPARING FOR NEXT MEETING

- What data do you already have in your department? What do you already know about your programs/services?
 - Formal/Informal data sources
 - Complete Data Audit
- What documents do you have that articulate what you do and why you do it?
 - Mission statements, learning outcomes, goals, etc.