

# Defining Assessment Purpose

-CASA Session 2-



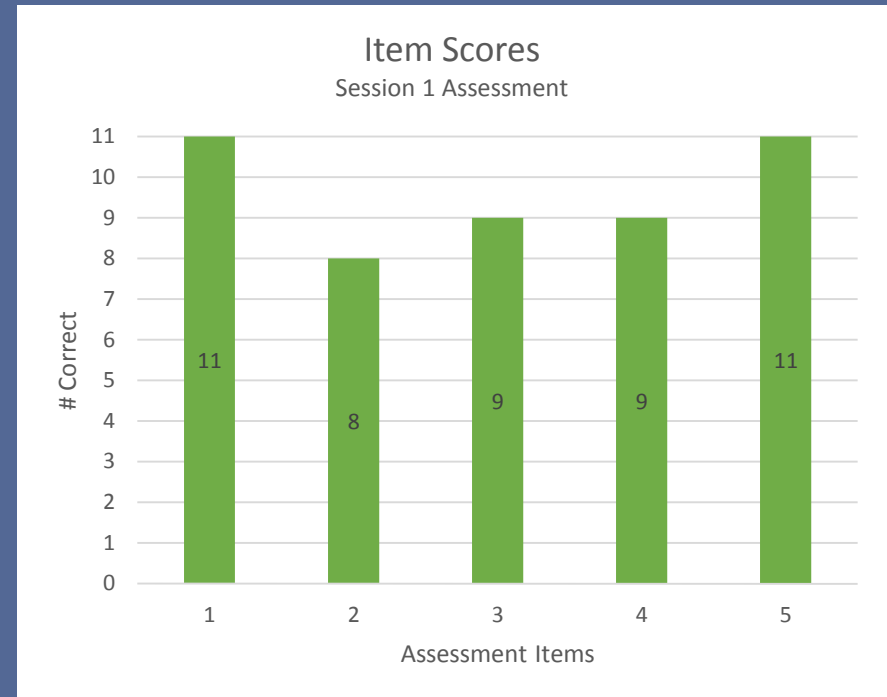
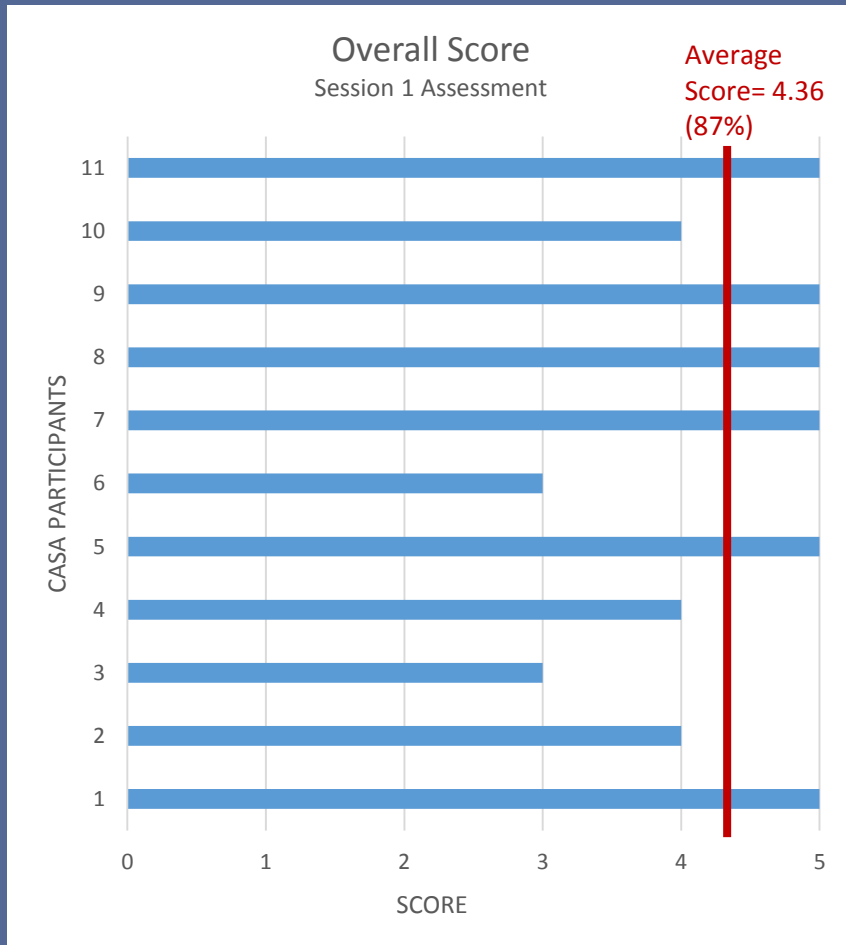
# Session 2 Overview

- Session 1 assessment results
- Session 2 learning outcomes
- Defining assessment purpose
  - Mapping exercise
  - Data audit
  - Logic models
- Break
- Types of assessment questions and approaches
- For next session...
- Session 2 assessment

# Jogging Memories from Last time

Assessment results from Session 1:

“Understanding Assessment”



# Areas from Session 1 to Review:

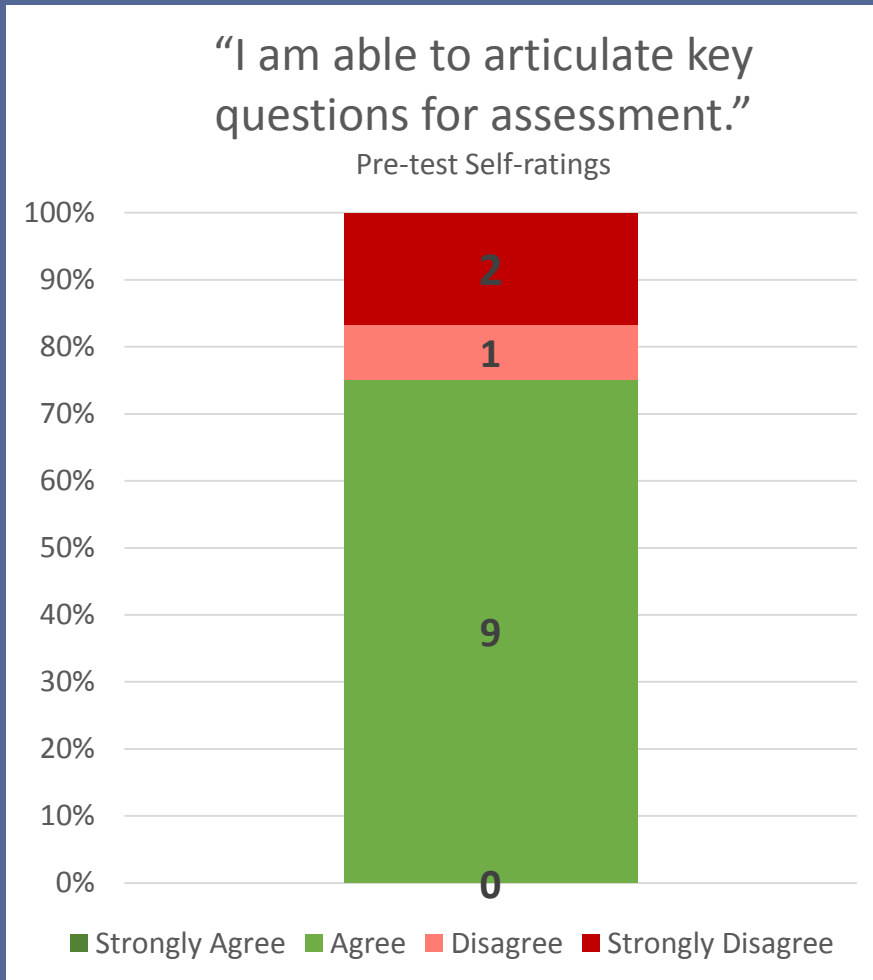
N/A. You all did great!

Do you have any remaining questions/concerns from content covered in Session 1?



# Where we are, where we are going...

## Confidence Barometer

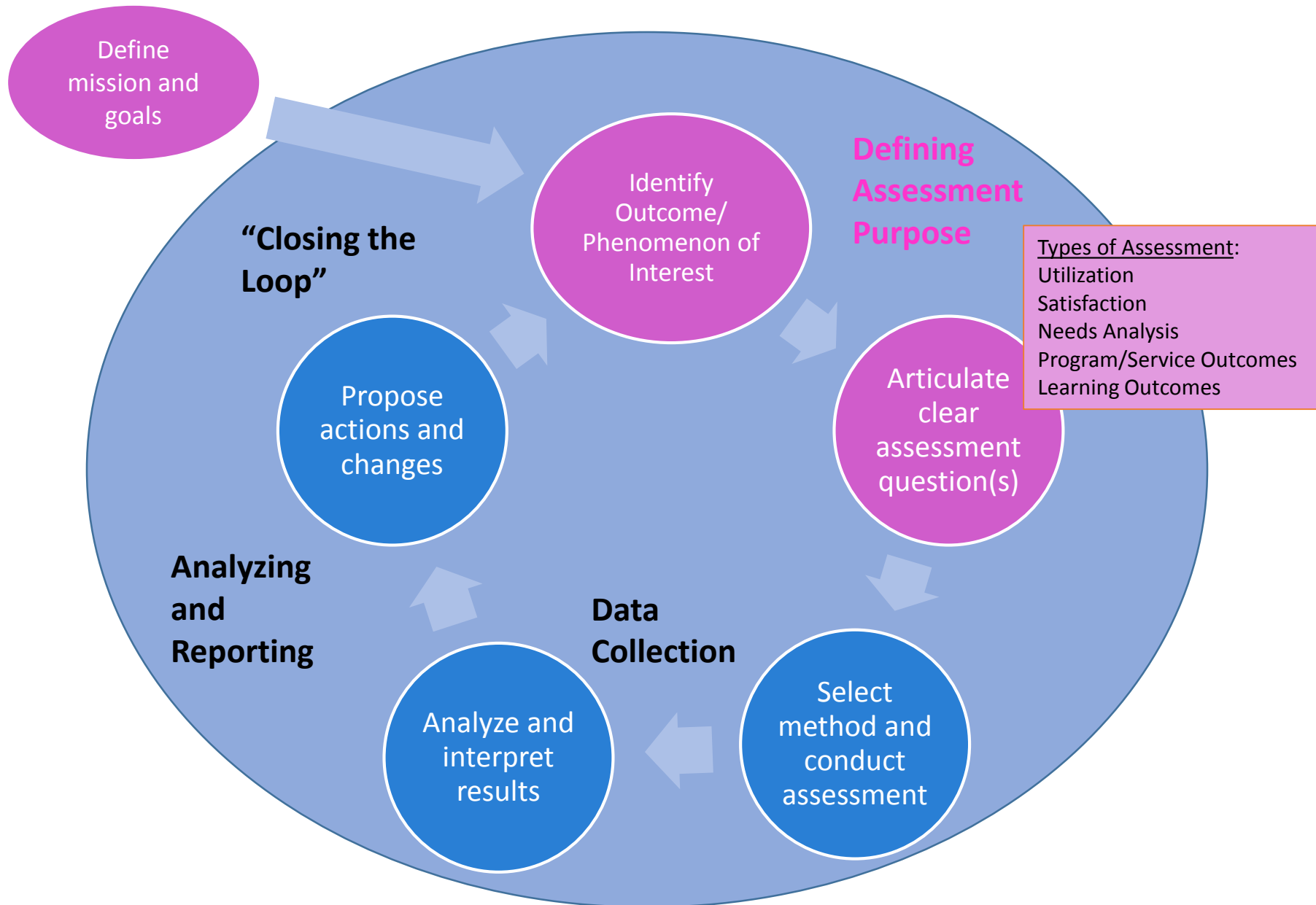


## Today's Learning Outcomes

After today, you should be able to:

- define “assessment questions”
- understand how to use a data audit
- identify how to create assessment questions for the different assessment types
- Consider how logic models as approaches to assessment

# The Assessment Cycle





# DEFINING ASSESSMENT PURPOSE

Define mission and goals

Departmental Outcomes/Programs /Services Mapping

*What does your department do, and why do you do it? How does everything connect to divisional & departmental outcomes?*

Data Audit

*What data do you have that speaks to whether you are accomplishing these outcomes? What do you already know about your programs and services?*

Identify outcome/phenomenon of interest

Current Assessment Mapping (combination of previous 2 activities)

*Where are there gaps/inadequacies in your department's current assessment efforts?*

*What program/service/function and associated departmental outcome(s) do you want to assess?*

Articulate Clear Assessment Question(s)

Logic Model

*What are all the components of this program/service/function that could be assessed?*

*What do you need to know about this program/service/function in order to better achieve the associated departmental outcome?*

Assessment Questions Worksheet

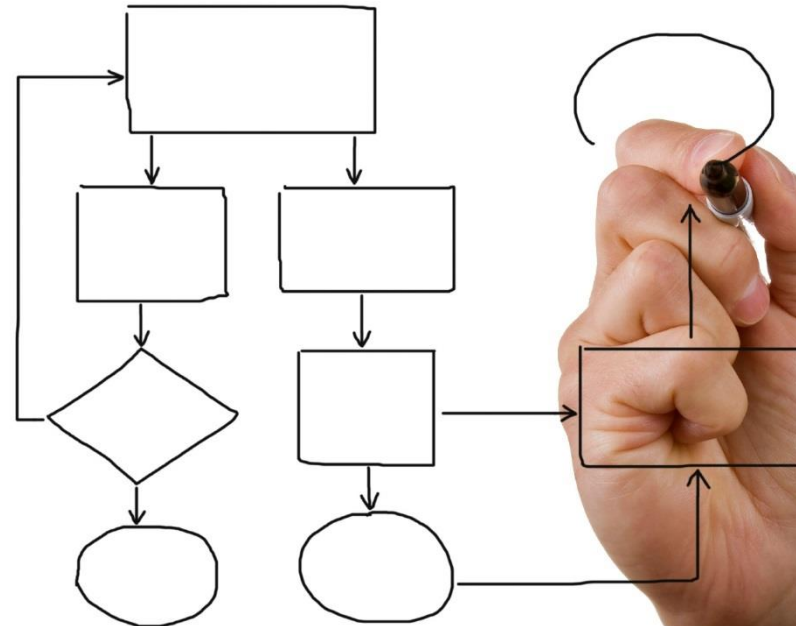
*What questions need to be answered in order to gather this information?*

Departmental  
Outcomes/Programs  
/Services Mapping

# Group Share:

**What does your department do, and why do you do it? How does everything connect to divisional & departmental outcomes?**

- How did you choose to visually represent the functions/programs/services of your department?
- What challenges did you face?



DEFINING ASSESSMENT PURPOSE

Define mission  
and goals

Identify  
outcome/  
phenomenon of  
interest

Articulate Clear  
Assessment  
Question(s)



# DEFINING ASSESSMENT PURPOSE

Define mission and goals

Identify outcome/phenomenon of interest

Articulate Clear Assessment Question(s)

Departmental Outcomes/Programs /Services Mapping

Data Audit



## Think/Pair/Share:

**What data do you have that speaks to whether you are accomplishing these outcomes? What do you already know about your programs and services?**

- What types of assessment efforts are most/least common in your department?
- Does your department follow any of the following common combinations of assessment?
  - a) Annual survey only
  - b) "Time-of" program/service evaluations only
  - c) a+b
  - d) De-facto data (e.g., process data that is collected, but not necessarily for the purpose of assessment)
  - e) Other?

# DEFINING ASSESSMENT PURPOSE

Define mission and goals

Identify outcome/phenomenon of interest

Articulate Clear Assessment Question(s)

Departmental Outcomes/Programs /Services Mapping

Data Audit

Current Assessment Mapping (combination of previous 2 activities)



## Individual Activity:

Let's combine what we know from these first two steps...

Using highlighters/markers, find a way to visually depict all current departmental assessments on your map.

*(Tip: Use different colors/lines and a legend to distinguish between different types of assessment)*

# DEFINING ASSESSMENT PURPOSE

Define mission and goals

Identify outcome/phenomenon of interest

Articulate Clear Assessment Question(s)

Departmental Outcomes/Programs /Services Mapping

Data Audit

Current Assessment Mapping (combination of previous 2 activities)

## Individual Activity (cont.):

**Where are there gaps/inadequacies in your department's current assessment efforts?**

- What programs/services are not assessed or assessed minimally?
- What departmental outcomes are not assessed or assessed minimally?
- Where is assessment data available but not used?

**What program/service/function and associated departmental outcome(s) do you want to assess?**

# DEFINING ASSESSMENT PURPOSE

Define mission and goals

Departmental Outcomes/Programs /Services Mapping

Data Audit

Identify outcome/ phenomenon of interest

Current Assessment Mapping (combination of previous 2 activities)

Articulate Clear Assessment Question(s)

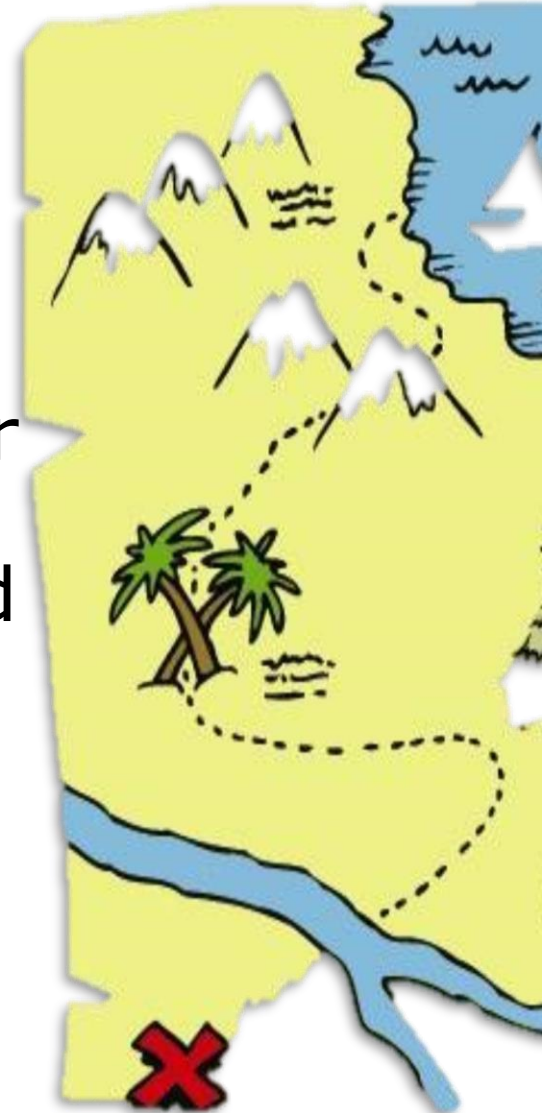
Logic Model

## Individual Activity:

What are all the components of this program/service/function that *could* be assessed?

# A Logic Model is:

- A framework for describing the relationships between investments, activities, and results.
- Provides a common approach for integrating planning, implementation, assessment and reporting.
- Can be described as a roadmap



# A Logic Model Represents: A Logical Chain of Connections

**INPUTS**

**OUTPUTS**

**OUTCOMES**

Program investments

Activities

Participation

Short

Medium

Long-term

**What we invest**

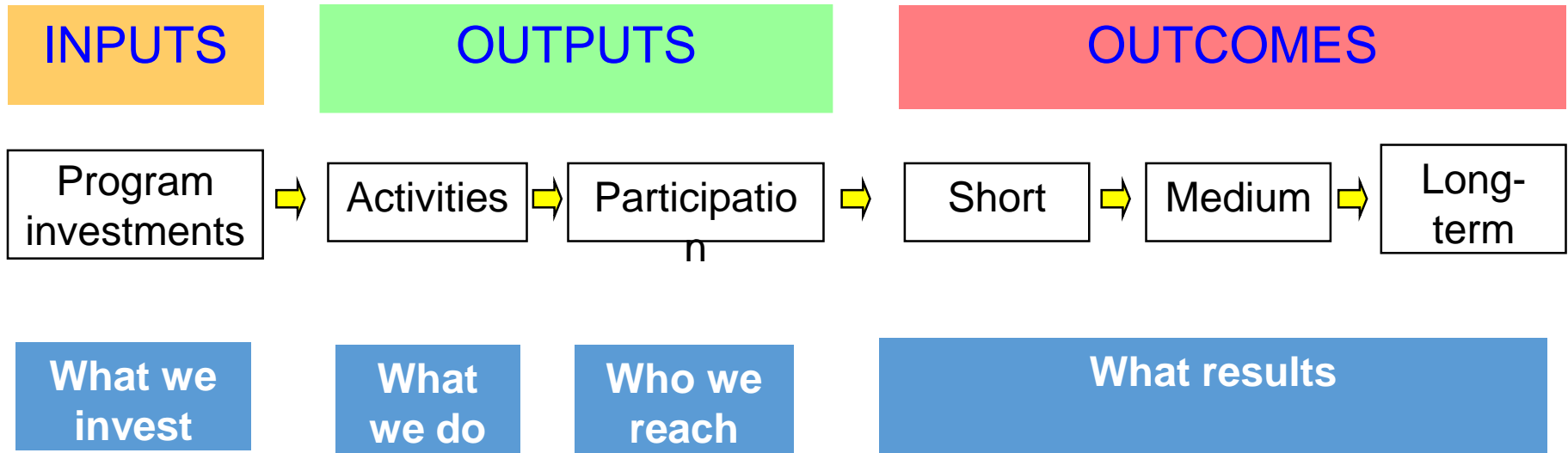
**What we do**

**Who we reach**

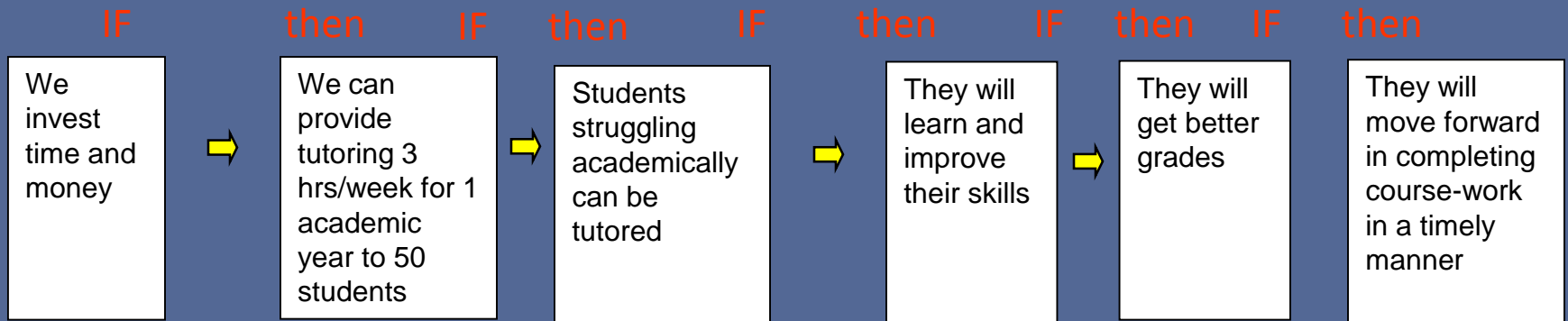
**What results**



# A Logic Model Works as: A series of if-then relationships

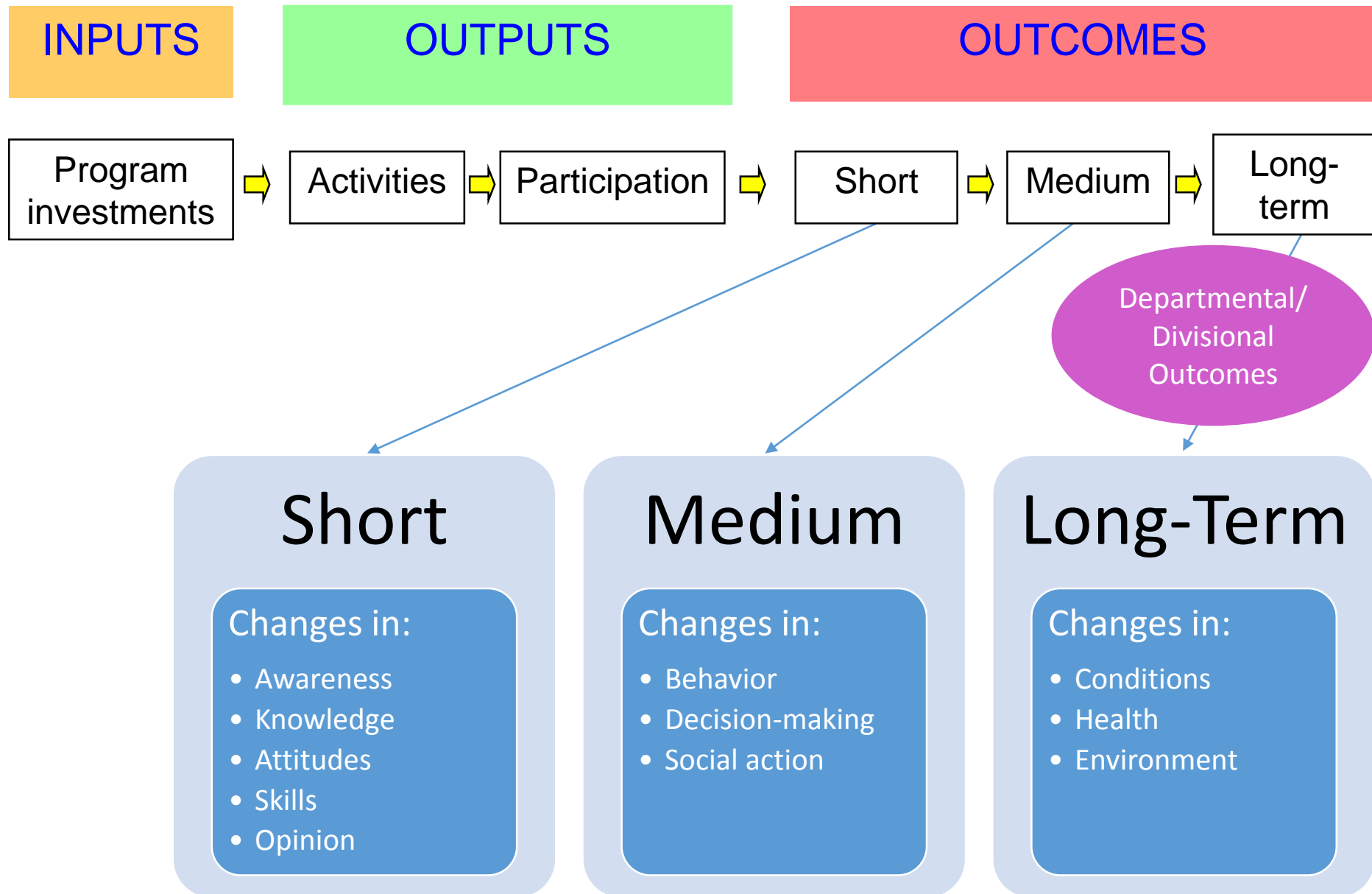


## Tutoring Program Example:



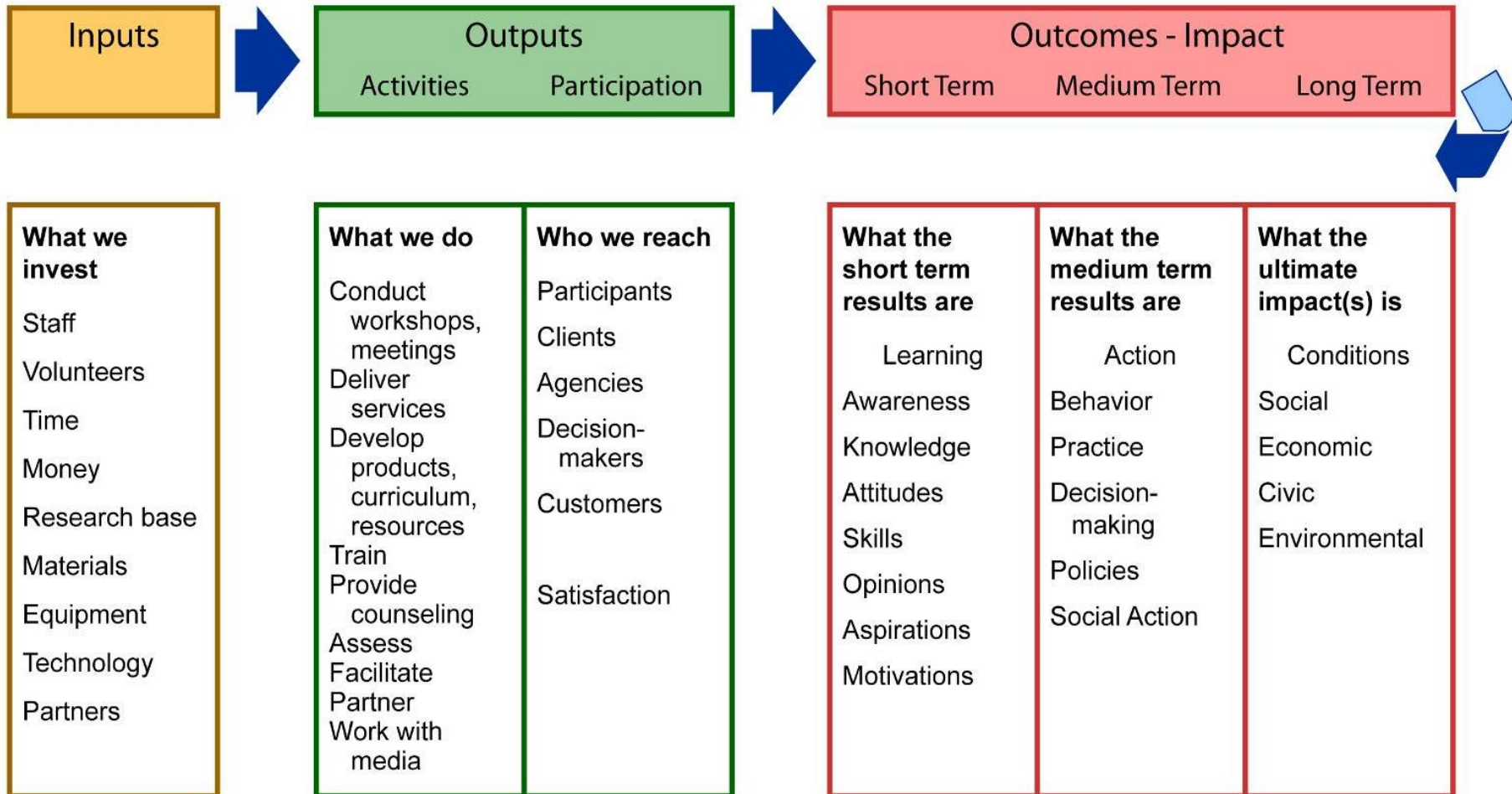


# Outcomes that Can be Included in a Logic Model



# Example of a Fully Detailed Logic Model

## Program Action - Logic Model



# Limitations of Logic Models

- Represents intention, not reality
- Focuses on expected outcomes
- Challenge of causal attribution
  - *Many factors influence process and outcomes*
- Doesn't address:  
Are we doing the right thing?

# Additional Resources for Logic Models

- University of Wisconsin-Extension's Program Development and Evaluation Training

<http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html>

- UCLA's Social Research Methodology Division, GSE&IS

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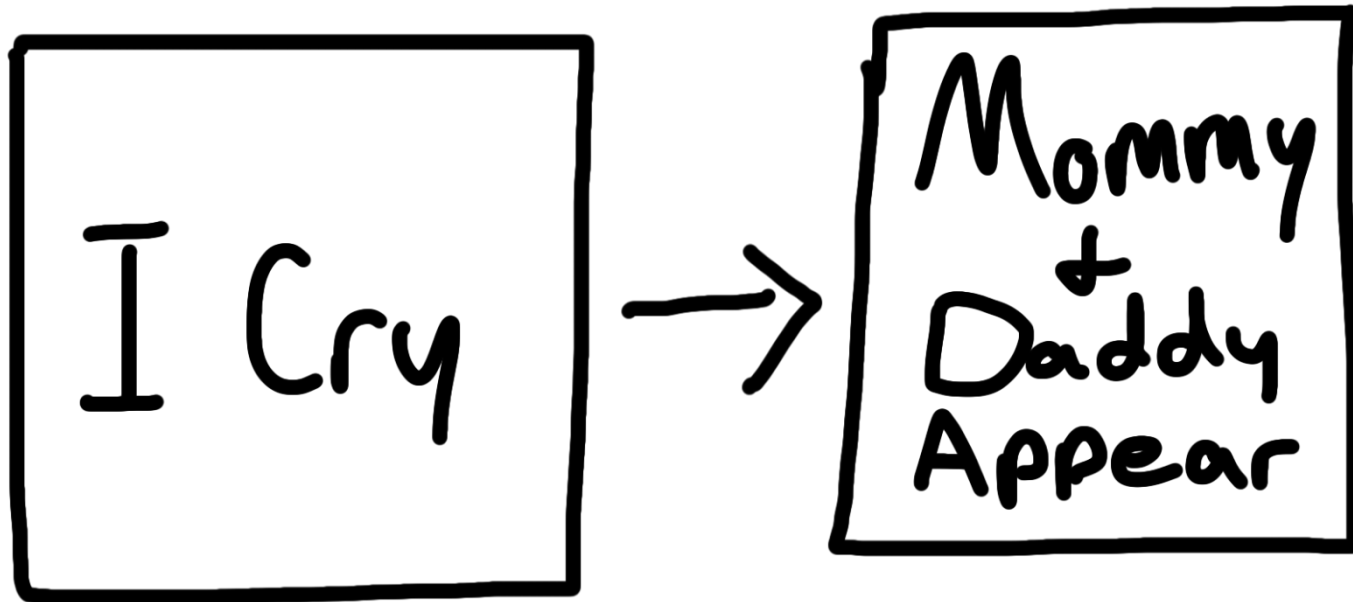
Articulate Clear Assessment Question(s)

Logic Model

## Individual Decision:

What do you need/want to know about this program/service/function in order to better achieve the associated departmental outcome?

# Baby's first logic model



Break

# Overview of Assessment Questions

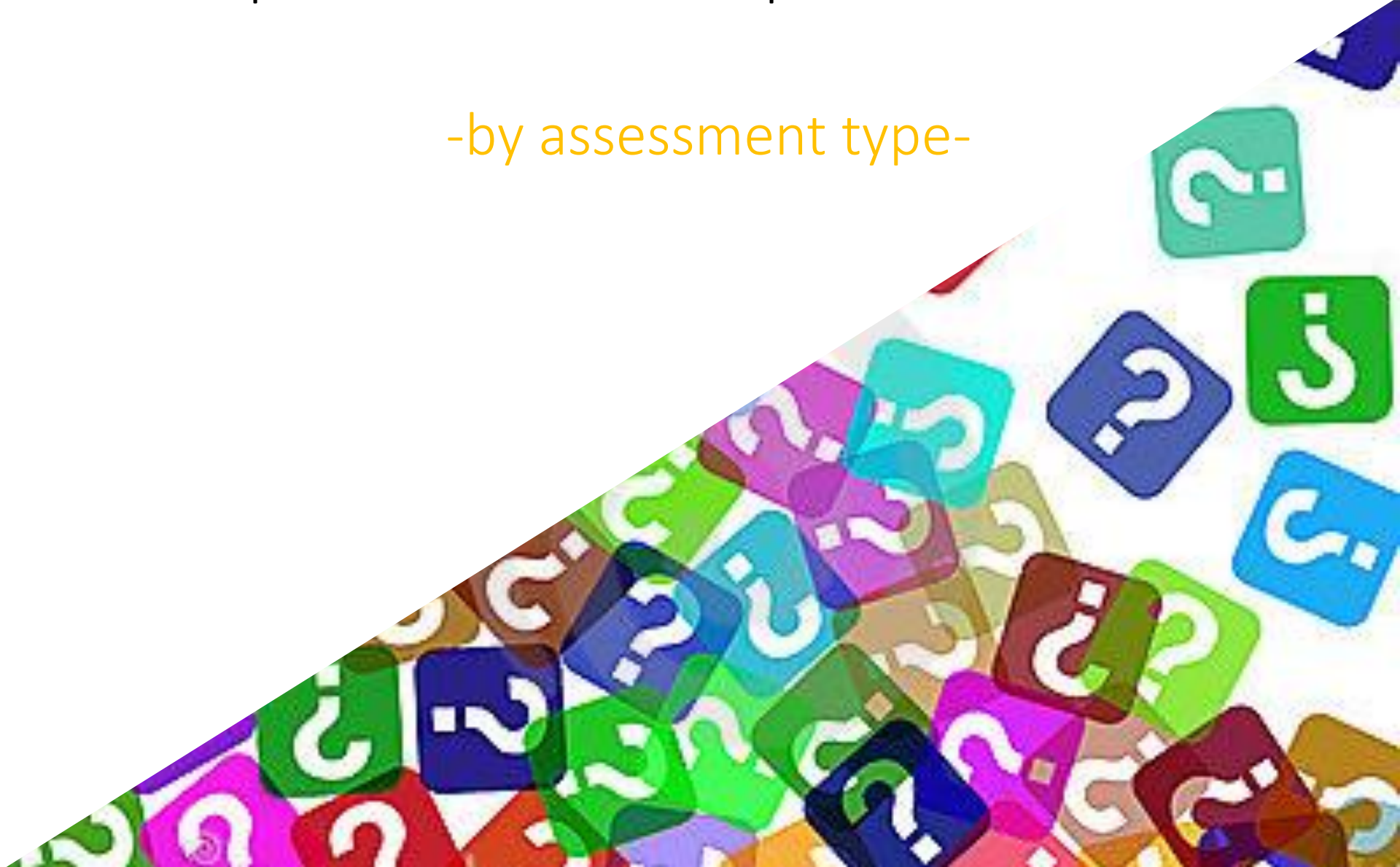
- **What are assessment questions?**
  - They are essentially the purpose of your assessment in question form
  - They are derived from clearly stated objectives that flow from the program's overall goals
- **Effective assessment questions are:**
  - A direct reflection of the purpose of the assessment
  - Are appropriate to the specific outcomes of a given program or service
  - Can be answered realistically
  - Measurable





# Examples of assessment questions

-by assessment type-



# 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



# Utilization Assessment

- **Assessment Purpose:** To gain a better understanding of the frequency or extent to which students are interacting with your staff.
- **Assessment Questions:**
  - During what periods of time is front desk staff most needed to serve students during the academic year?
  - How often do staff meet with students as compared to other job duties?
- **Data Collection Methods:**
  - Front desk tally
  - Card swipe data
  - Time diary
  - Survey



# Satisfaction Assessment

- **Assessment Purpose:** To know more about the level of satisfaction students have with your services.
- **Assessment Question:**
  - How generally satisfied are students with our services?
  - Which programs/events were students most satisfied with?
- **Data Collection Methods:**
  - Survey
    - Possible Survey Item: Please rate your level of satisfaction with the following (scale 1-5, 1=very dissatisfied, 5=very satisfied):
    - Staff friendliness
    - Availability of support staff
    - Resources



# Needs Analysis Assessment

- **Assessment Purpose:** To determine what types of services/programs are most needed among my parenting population of students being served.
- **Assessment Questions:**
  - How can the center better support parenting students?
  - What are the greatest academic and social challenges among our parenting students?
- **Data Collection Methods:**
  - Focus groups: Please describe an experience in which you visited the center and were satisfied with the services your were provided.



# Program/service OUTCOMES assessment

- **Assessment Purpose:** To assess effectiveness of outreach efforts in order to determine what (if any) changes should be made to our programs.
- **Assessment Questions:**
  - Was our outreach effort effective among out-of-state students?
  - What is the dollar amount of loans that were processed this year as compared to previous years?
- **Data Collection Methods:**
  - Utilization survey (pre-post outreach effort)
  - Count





# Learning Outcomes Assessment

- **Assessment Purpose:** To evaluate the effectiveness of the Conducting Assessment in Student Affairs curriculum in teaching participants how to create an assessment plan.
- **Assessment Questions:**
  - How did participants score on the final assessment plan rubric? (DIRECT)
  - Did participants' self-rated confidence in conducting assessment increase on the post-test? (INDIRECT)
- **Data Collection Methods:**
  - Portfolio-based assessment (rubric scores)
  - Self-ratings survey (pre-post change)





# Learning Outcomes Assessment

- What should students know, be able to do, or be able to demonstrate when they have completed my program/activity/course/project?
- Developing learning outcomes can be simplified by choosing verbs that reflect the level and nature of the learning you expect to result from the program or service you are assessing.
  - SWiBAT: Begin your outcome statement with “Students Will Be Able To” + action verb + condition = Learning Outcome



# Be S.M.A.R.T

- SMART is a mnemonic device that can serve as your checklist for ensuring well-written outcomes.
  - **S**pecific
  - **M**easurable
  - **A**ggressive, but attainable
  - **R**esults-oriented
  - **T**ime-bound



# For our Next Meeting...

1. Draft “Background and Purpose” and “Assessment Questions” subsections of Assessment Plan
2. Refine logic model & departmental map (as needed)

# Session 2 assessment

