# 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"

Session 1 Assessment Scores

Average Score= 4.36 (87%)
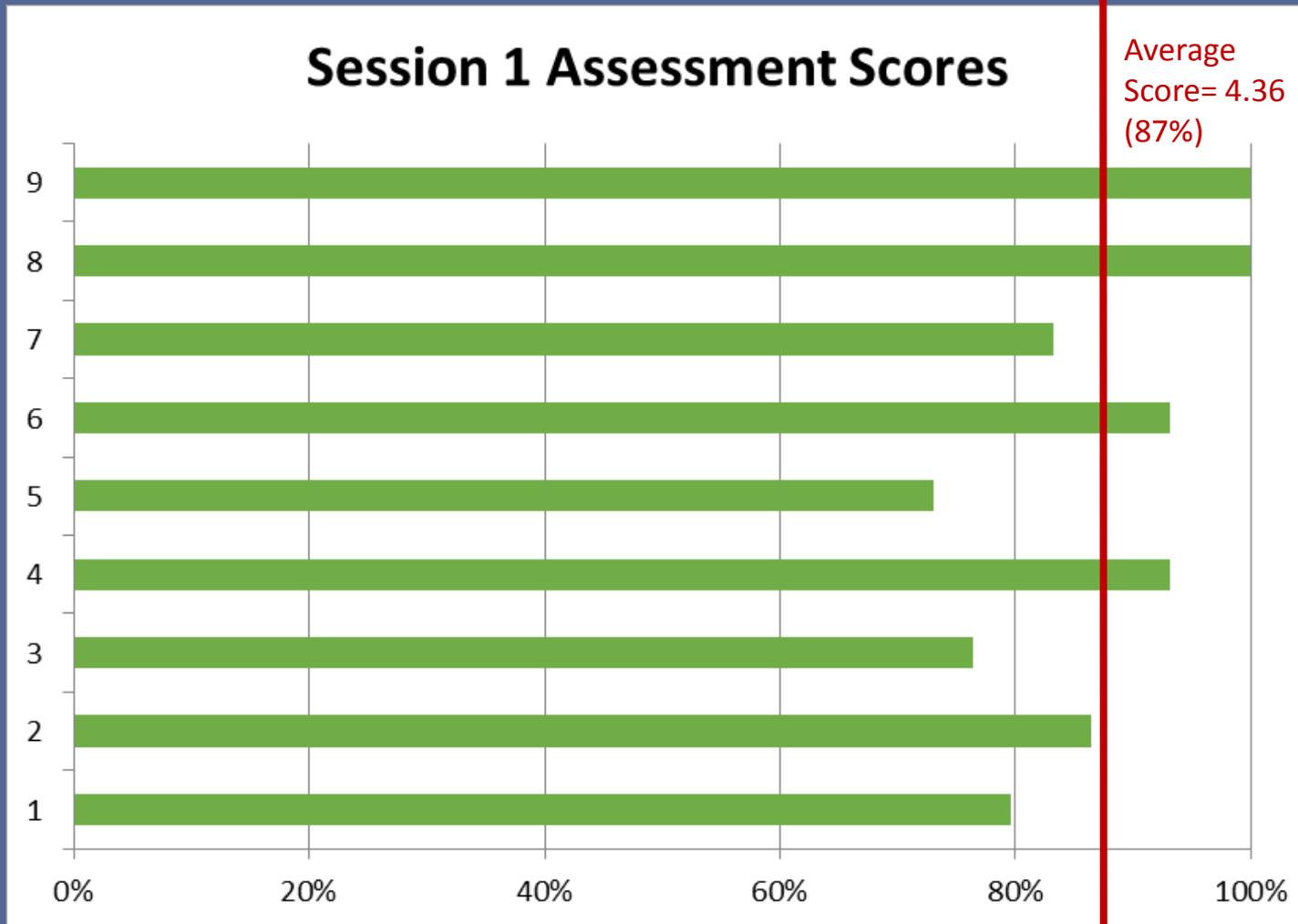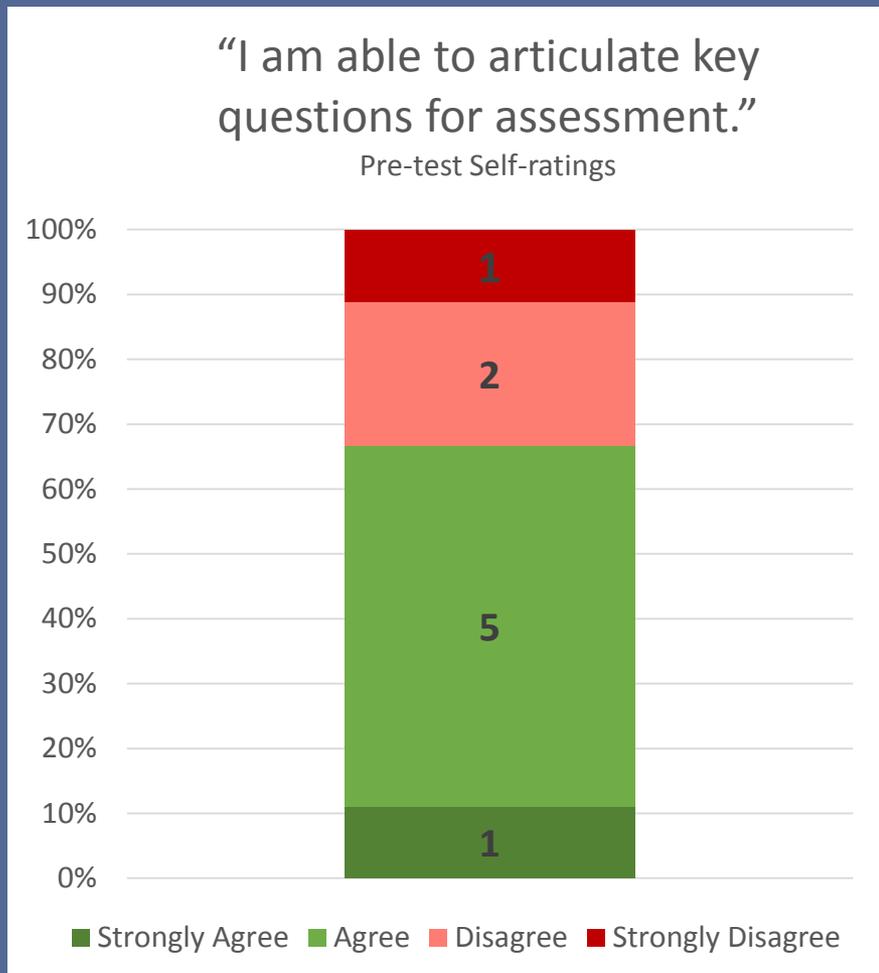
Areas from Session 1 to Review:

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

"I am able to articulate key questions for assessment."

Pre-test Self-ratings

100%	
90%	**1** (Strongly Disagree)
80%	**2** (Disagree)
70%	
60%	
50%	**5** (Agree)
40%	
30%	
20%	
10%	**1** (Strongly Agree)
0%	

■ Strongly Agree ■ Agree ■ Disagree ■ Strongly Disagree
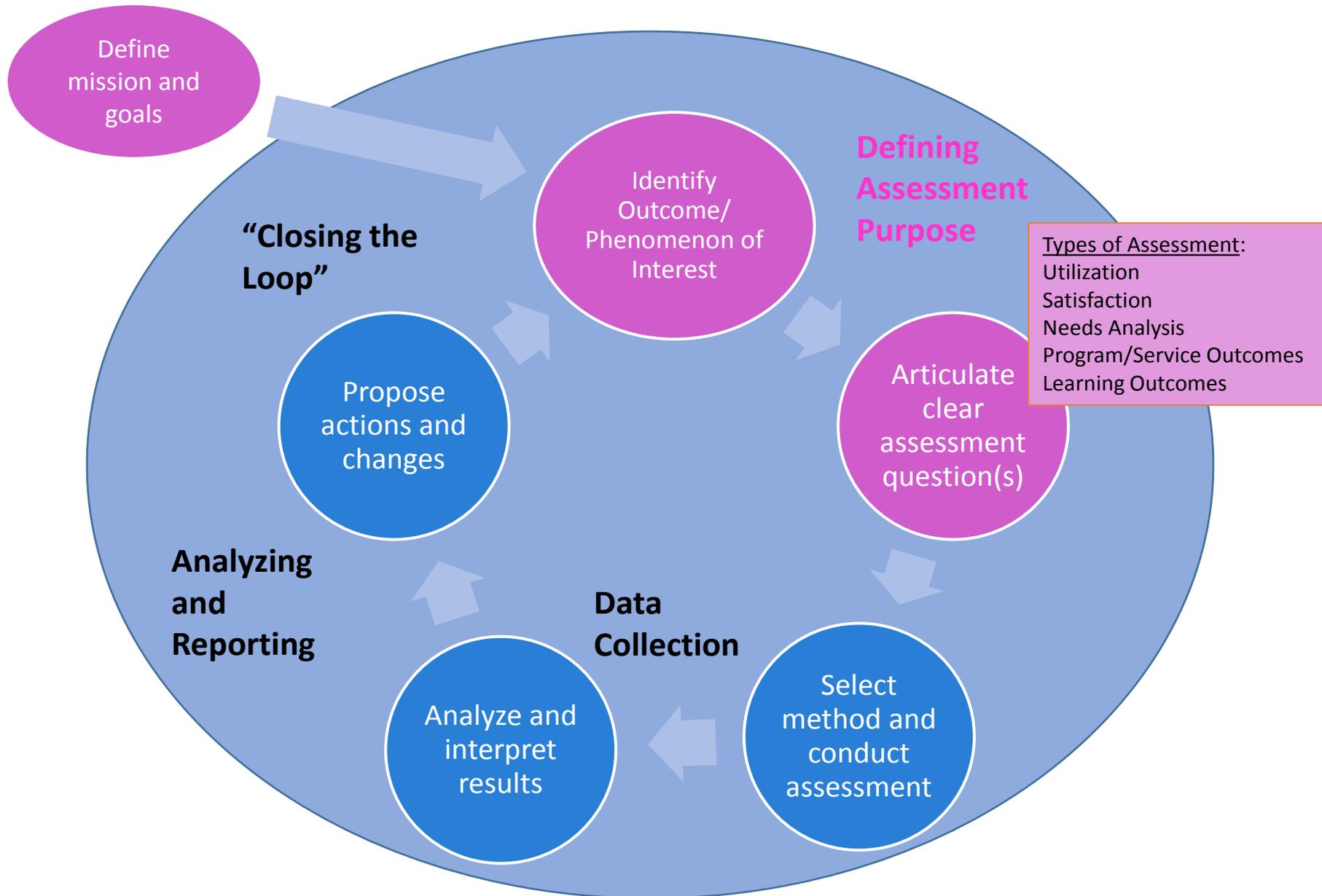
Today's Learning Outcomes

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

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?

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?

Articulate Clear Assessment Question(s)

Assessment Questions Worksheet

What questions need to be answered in order to gather this information?
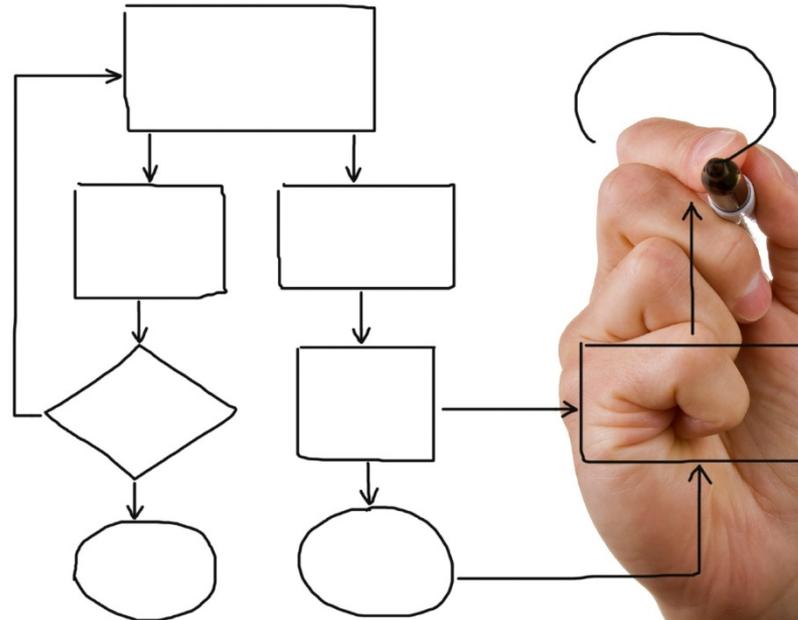
Define mission and goals

Identify outcome/ phenomenon of interest

Articulate Clear Assessment Question(s)

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?

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?

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)

Individual Activity (cont.):

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)

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

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)
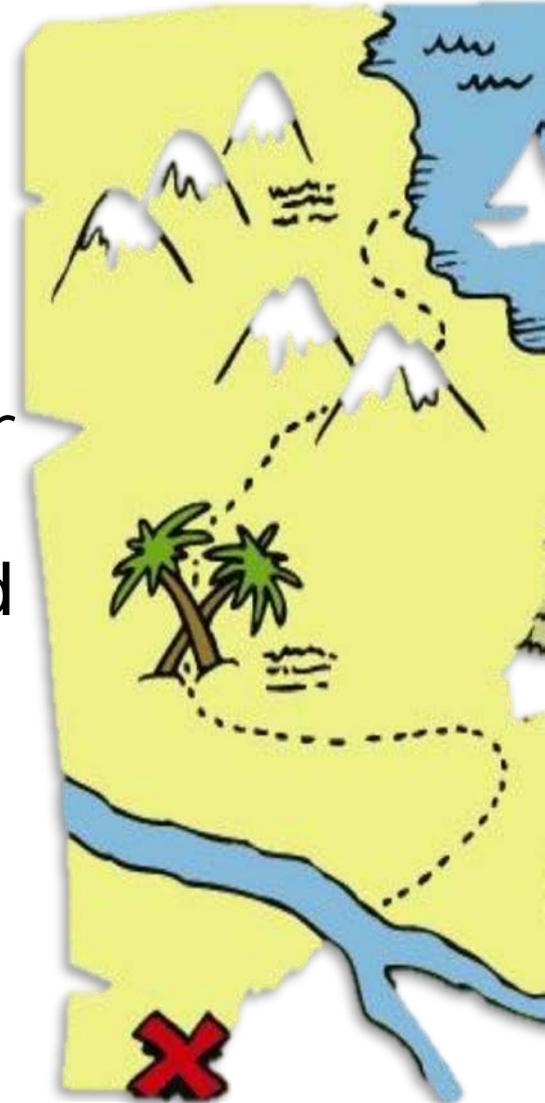
Logic Model

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

INPUTS	OUTPUTS	OUTCOMES

Program investments	⇨	Activities	⇨	Participation	⇨	Short	⇨	Medium	⇨	Long-term

What we invest	What we do	Who we reach	What results
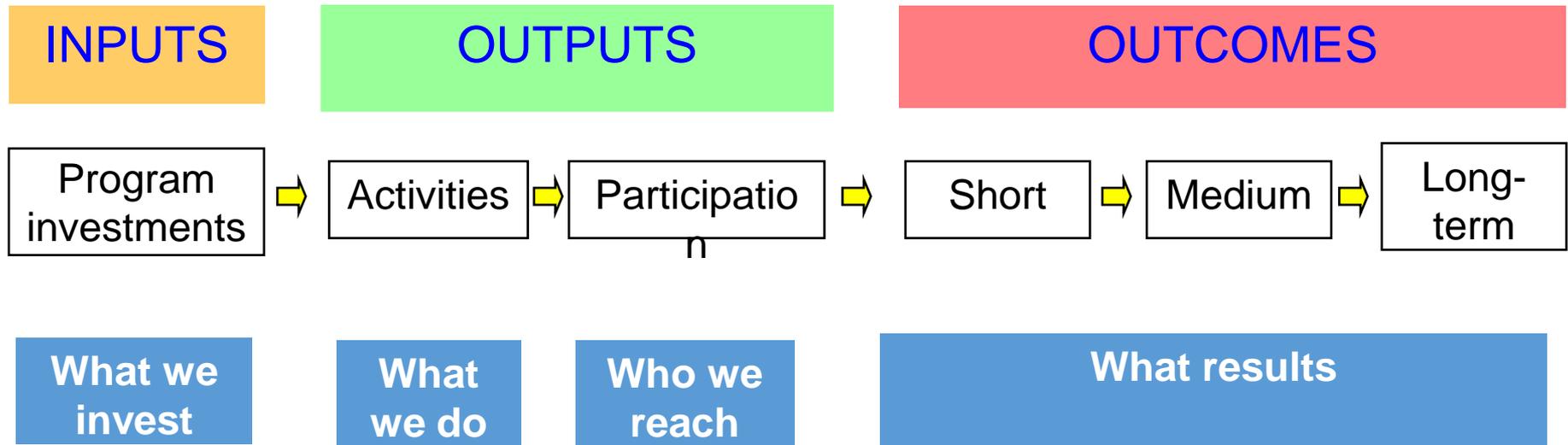
Tutoring Program Example:

IF   then   IF   then   IF   then   IF   then   IF   then

We invest time and money	⇨	We can provide tutoring 3 hrs/week for 1 academic year to 50 students	⇨	Students struggling academically can be tutored	⇨	They will learn and improve their skills	⇨	They will get better grades	⇨	They will move forward in completing course-work in a timely manner
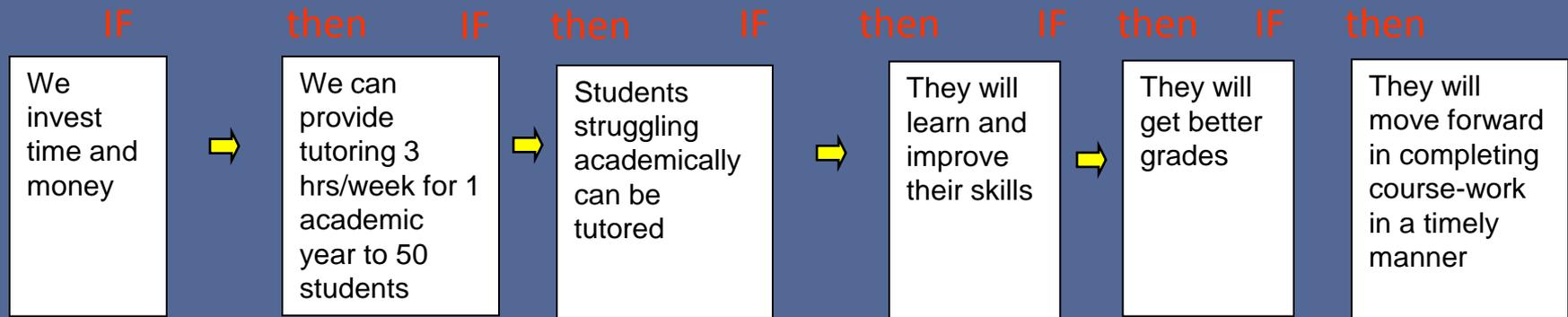
Outcomes that Can be Included in a Logic Model

INPUTS　　　　**OUTPUTS**　　　　**OUTCOMES**

Program investments → Activities → Participation → Short → Medium → Long-term

Departmental/ Divisional Outcomes

Short

Changes in:
- Awareness
- Knowledge
- Attitudes
- Skills
- Opinion

Medium

Changes in:
- Behavior
- Decision-making
- Social action

Long-Term

Changes in:
- Conditions
- Health
- Environment
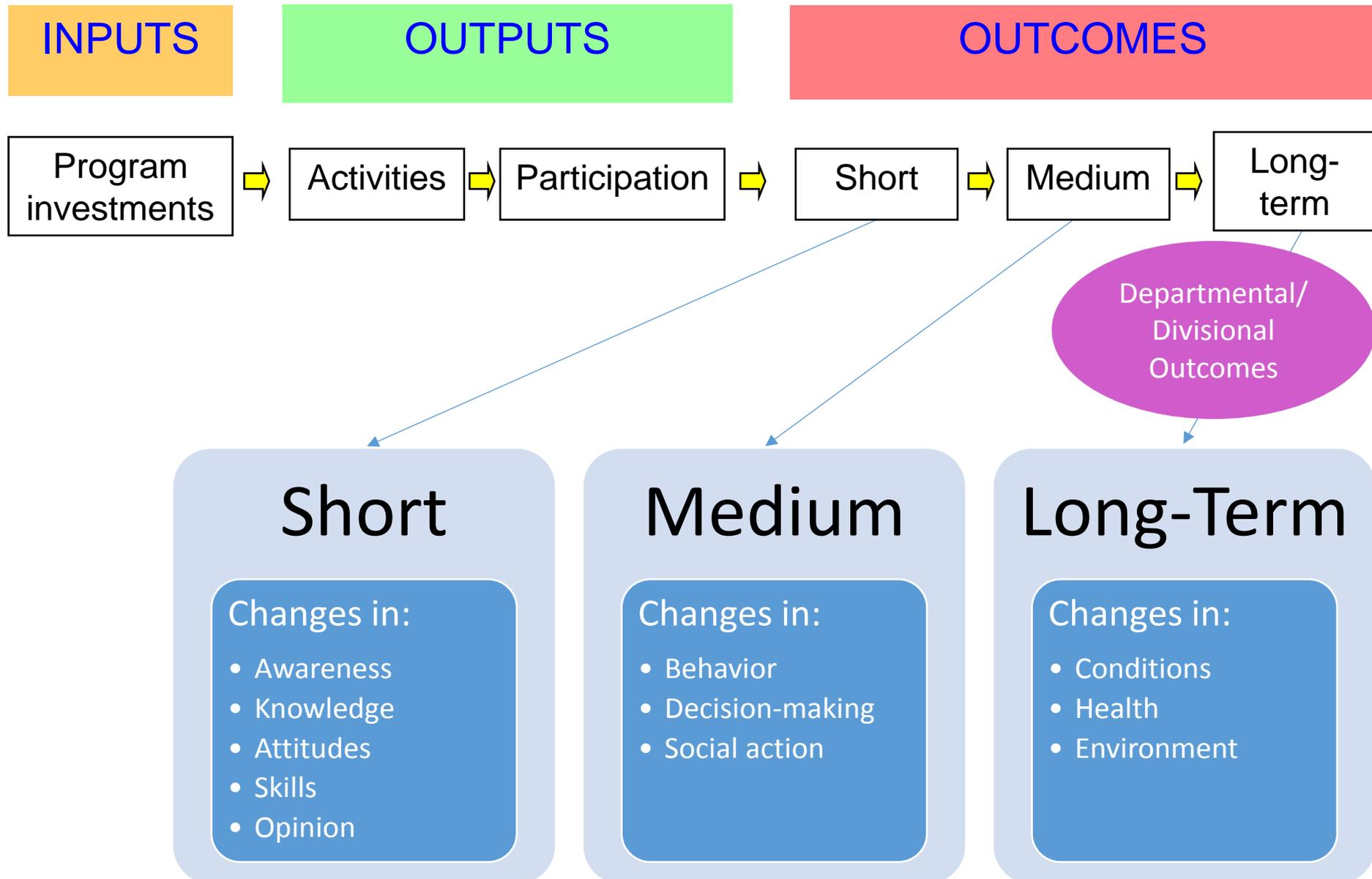
Example of a Fully Detailed Logic Model

Program Action - Logic Model

Inputs	Outputs		Outcomes - Impact		
	Activities	Participation	Short Term	Medium Term	Long Term

What we invest	**What we do**	**Who we reach**	**What the short term results are**	**What the medium term results are**	**What the ultimate impact(s) is**
Staff	Conduct workshops, meetings	Participants	Learning	Action	Conditions
Volunteers	Deliver services	Clients	Awareness	Behavior	Social
Time	Develop products, curriculum, resources	Agencies	Knowledge	Practice	Economic
Money	Train	Decision-makers	Attitudes	Decision-making	Civic
Research base	Provide counseling	Customers	Skills	Policies	Environmental
Materials	Assess		Opinions	Social Action	
Equipment	Facilitate	Satisfaction	Aspirations		
Technology	Partner		Motivations		
Partners	Work with media				

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

DEFINING ASSESSMENT PURPOSE

Define mission and goals

Departmental Outcomes/Programs/Services Mapping

Data Audit

Identify outcome/phenomenon of interest

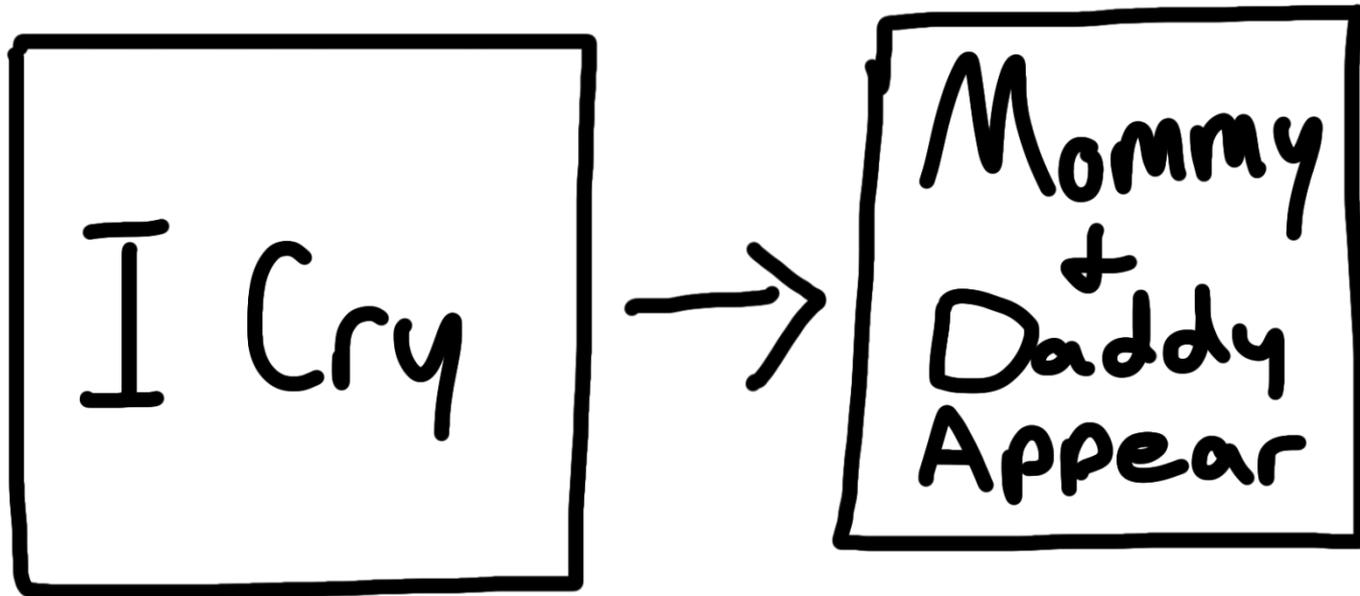Current Assessment Mapping (combination of previous 2 activities)

Logic Model

Articulate Clear Assessment Question(s)

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

I Cry → Mommy + Daddy Appear

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 <u>verbs that reflect the level and nature of the learning</u> 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