

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 & Pilot Assessment

- **Assessment Plan**

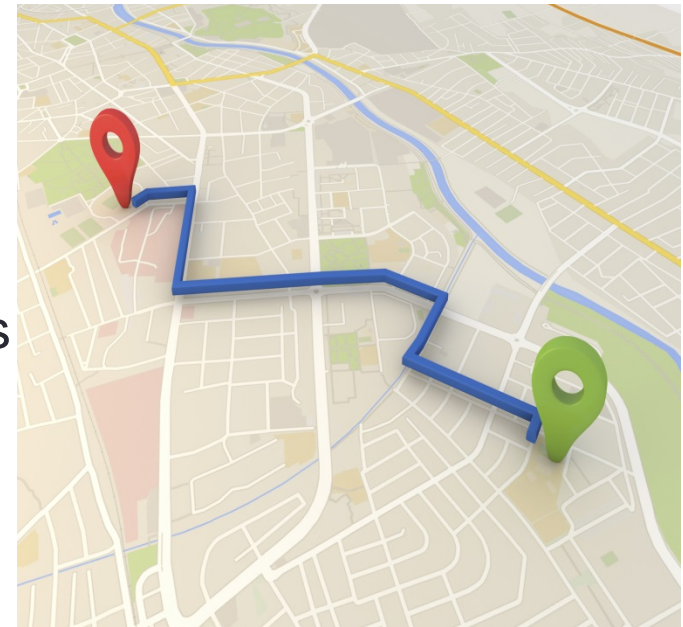
- Designed around questions you have about your programs
- Develop the plan throughout the upcoming months
 - Sections will be assigned after each class session
 - Peer feedback time at beginning of next session
- Complete plan is due at final session
 - Designed to ideally take place in the following year, but pilot test or simple assessment can be completed during the course

- **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”:

- 2 Disagree
- 7 Agree

Session Learning Outcomes

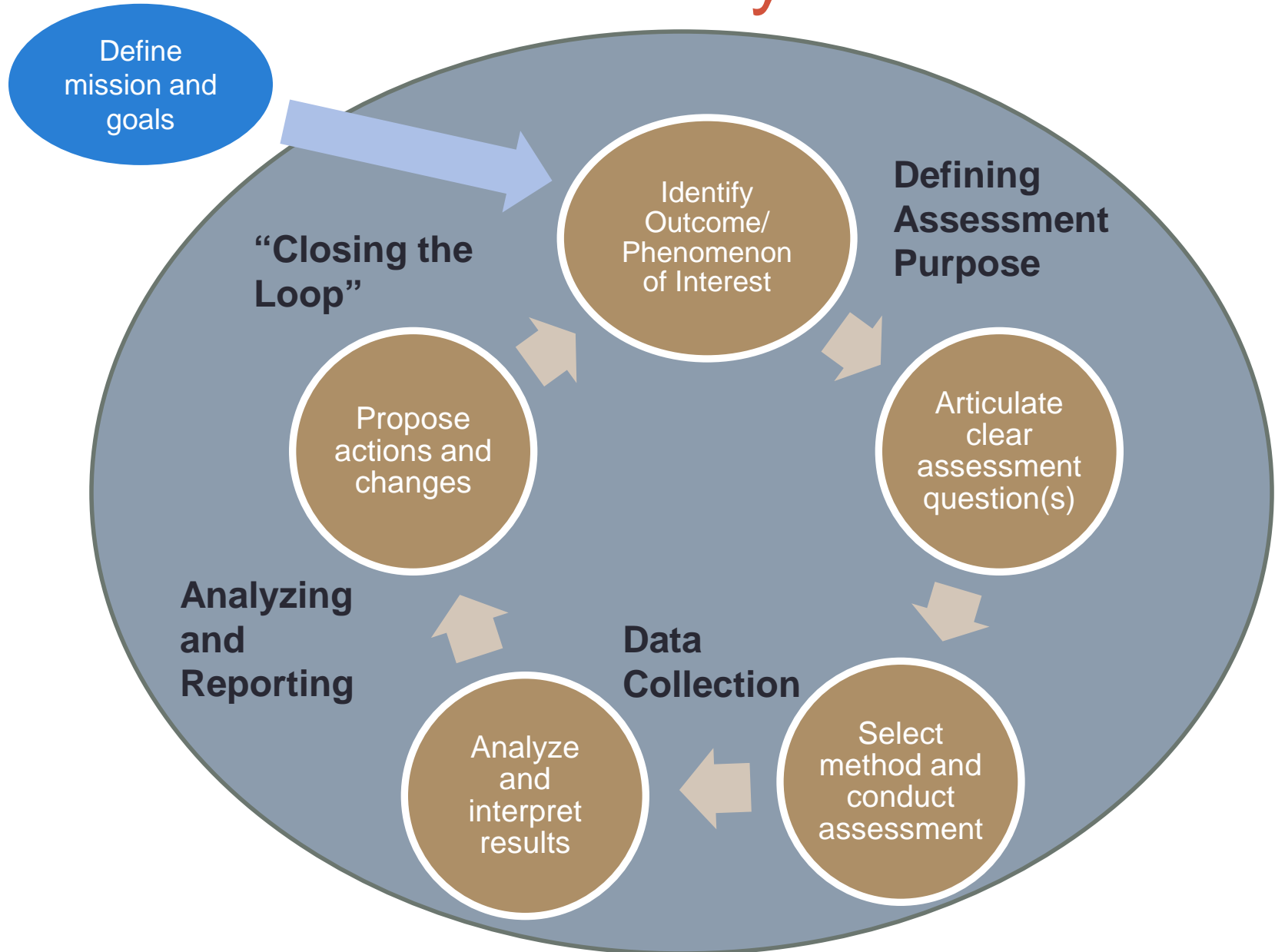
After today, you should be able to:

- 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



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

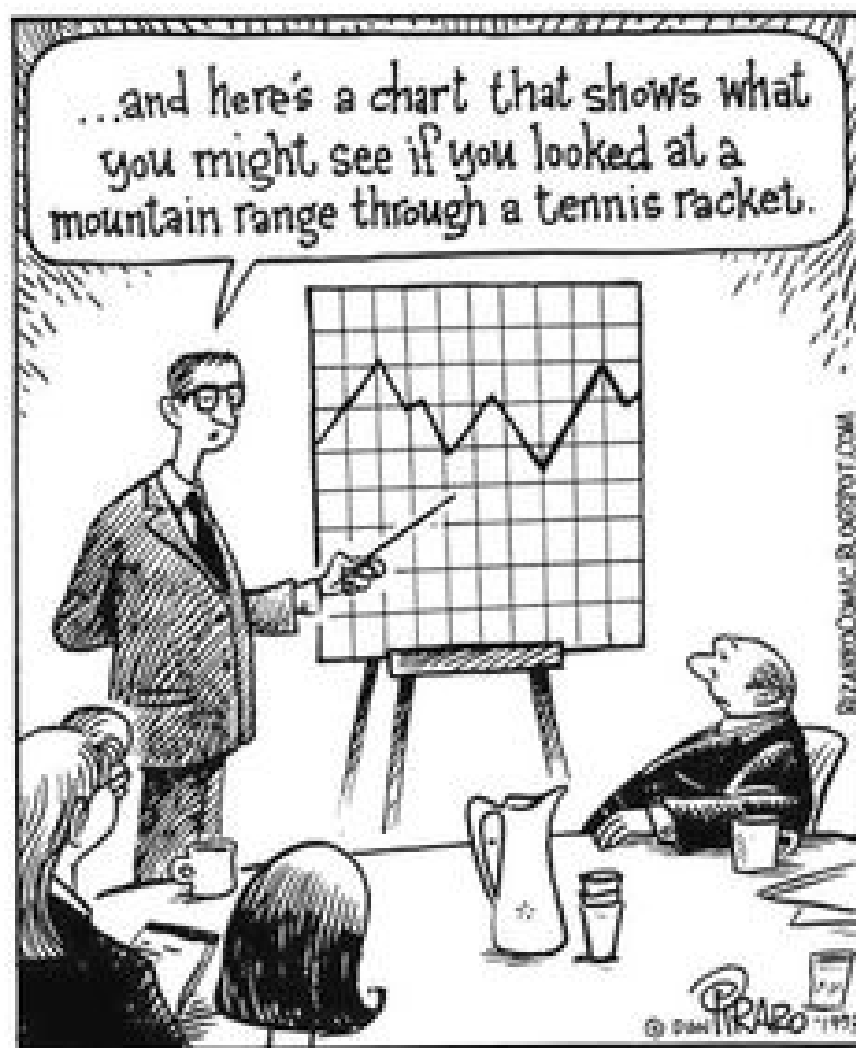
Formative

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

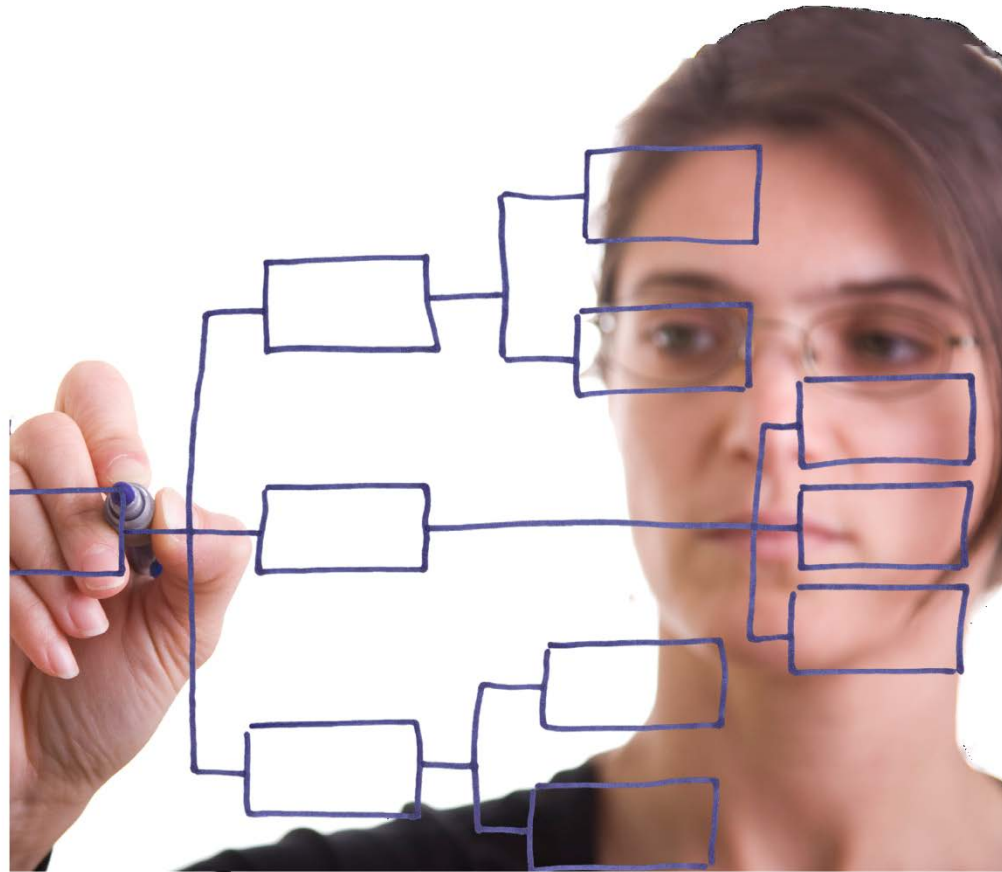
Summative

- Conducted after the program
- Makes judgment on quality, worth, or compares to standard
- Can be incorporated into future plans

Break



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