Building for Student Success: A Common Sense Approach to Assessment Planning in Student Life

Drexel Assessment Conference September 2015

Overview

✗ Introduction and Theoretical Overview

✗ Assessment Plan

✗ Identifying Goals

✗ Learning Outcomes

✗ Learning Experiences

✗ Measures

Who are we?

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INTRODUCTIONS

✗ Who are you?

✗ Where are you from?
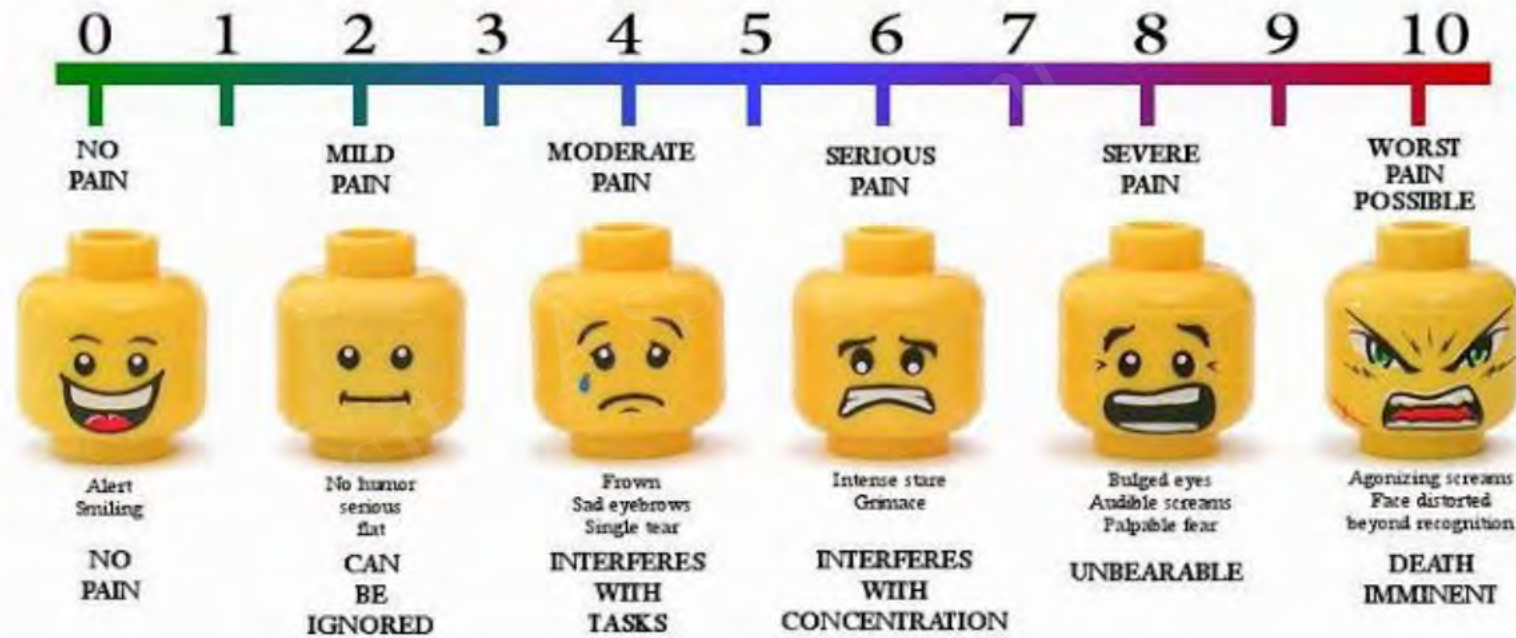
✗ How long have you been in student affairs/life?

✗ What is the status of current assessment efforts?

✗ What do you like most about assessment?

✗ What do you like least about assessment?

http://assessmentandthelateadopter.blogspot.com/2013/09/the-assessment-craze.html

ASSESSMENT THEORY AND ~~HISTORY~~ A BRIEF PRIMER
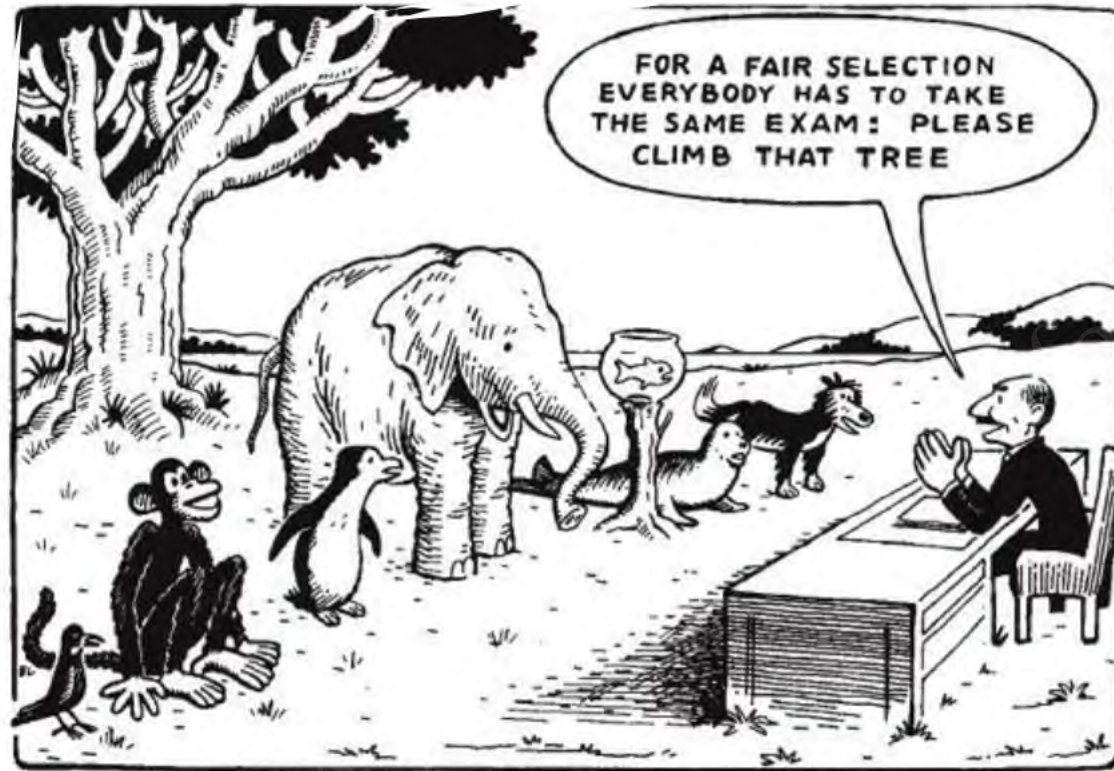
Astin's I-E-O Model
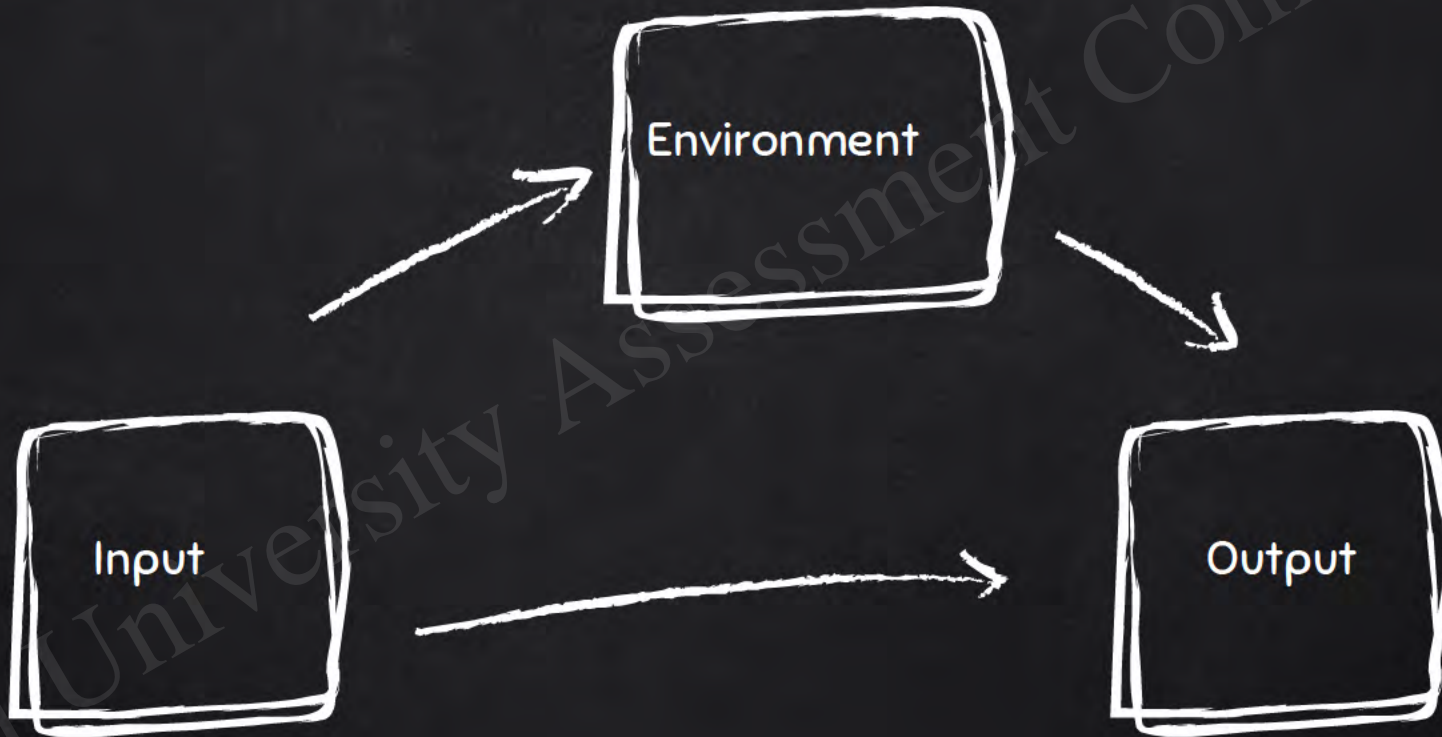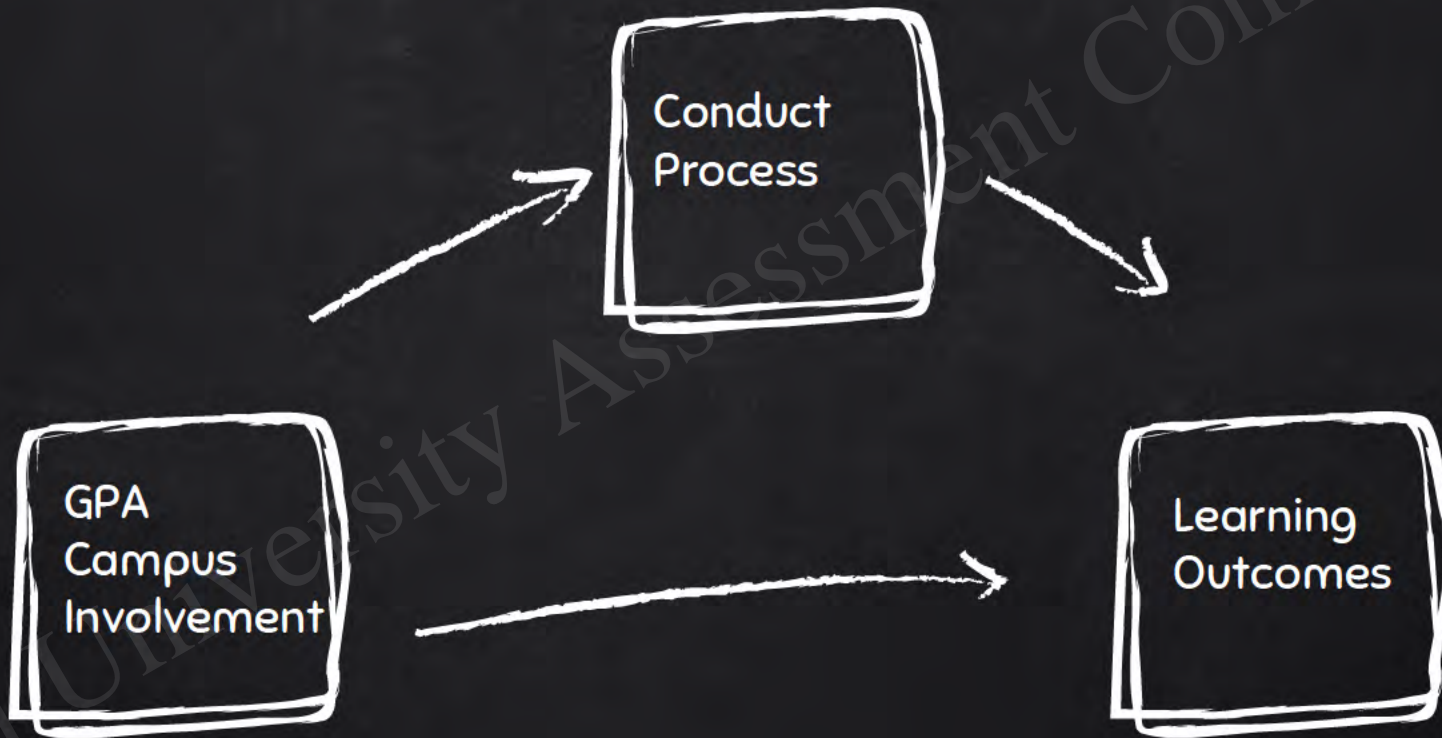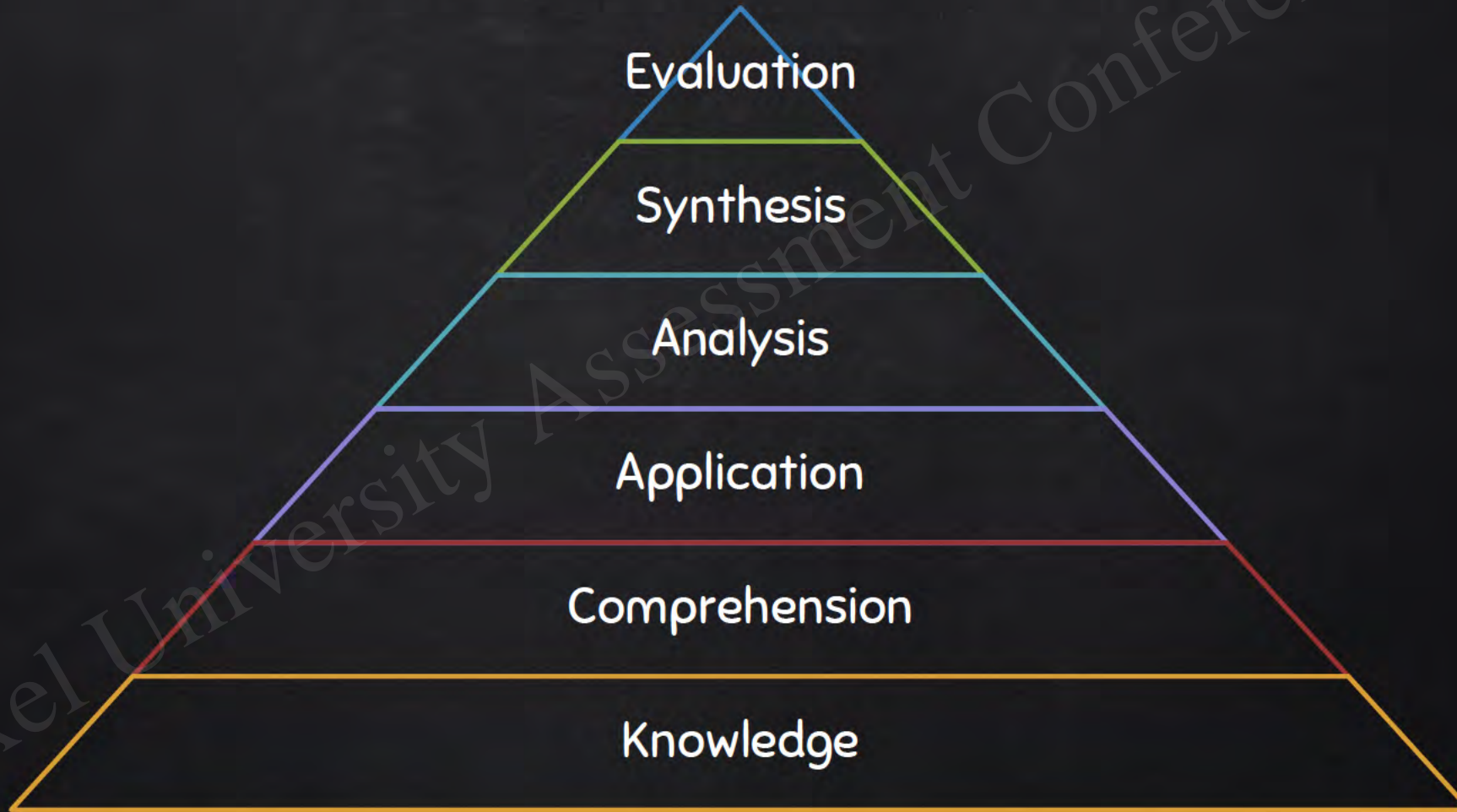
WHAT WOULD YOU EXPECT A DOCTOR TO SAY...

~~Research = Assessment = Evaluation~~

Research ≠ Assessment ≠ Evaluation

Research

✗ Systematic and rigorous
✗ Advance knowledge
✗ Tight methodological controls on data collection
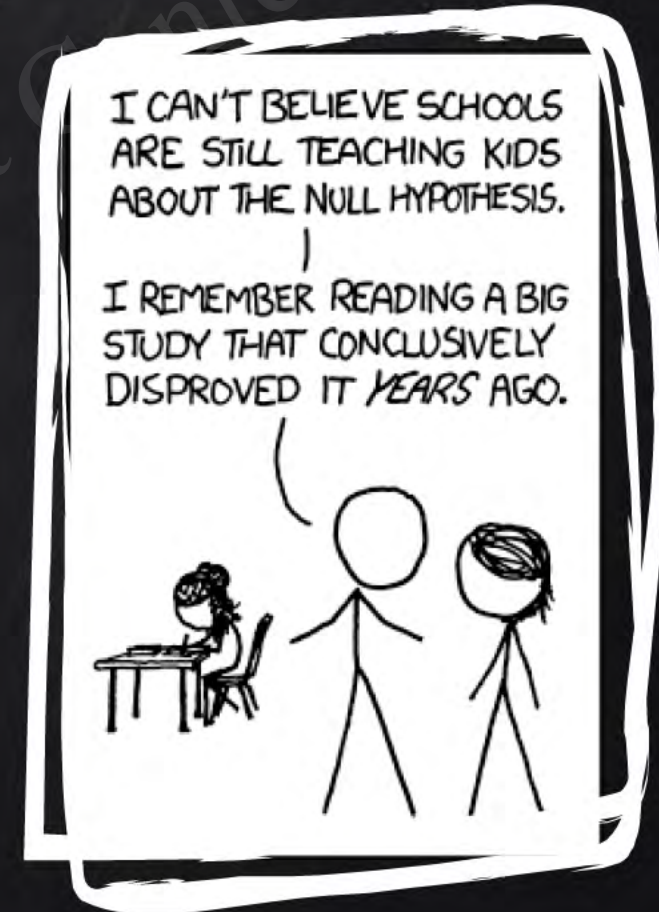
Assessment

✗ Process of gathering, describing, or quantifying performance information
✗ Moving beyond satisfaction surveys
✗ Guides our practice

I'm not judgmental. I just have excellent assessment skills.

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sassyecards.com
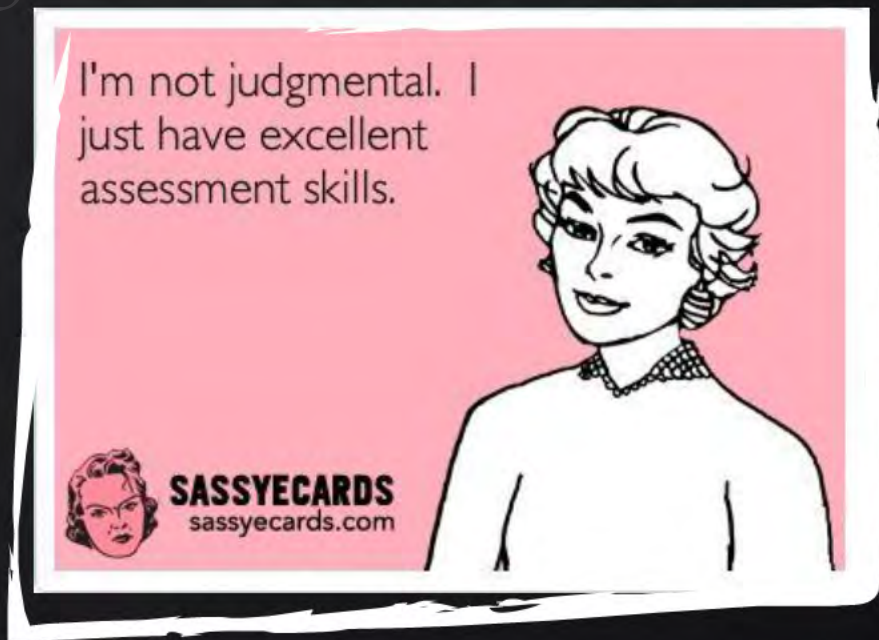
Evaluation

✗ Determination of worth or value
✗ Used synonymously with assessment
✗ Should lead to judgment

MIND FILLING OUT THIS
EVALUATION FORM FIRST?

GROWING NEED FOR ASSESSMENT

X Call for accountability
X Growing tuition
X Consumerism of Higher Education

Assessment Plan

ASSESSMENT PLAN

Assessment plans should include:
- ✗ Clearly defined goals
- ✗ Learning Objectives/Outcomes mapped to learning experiences
- ✗ Population to be assessed
- ✗ Defined metrics
- ✗ Definition of learning attainment
- ✗ Administration
- ✗ Plan to use the information
- ✗ Revision
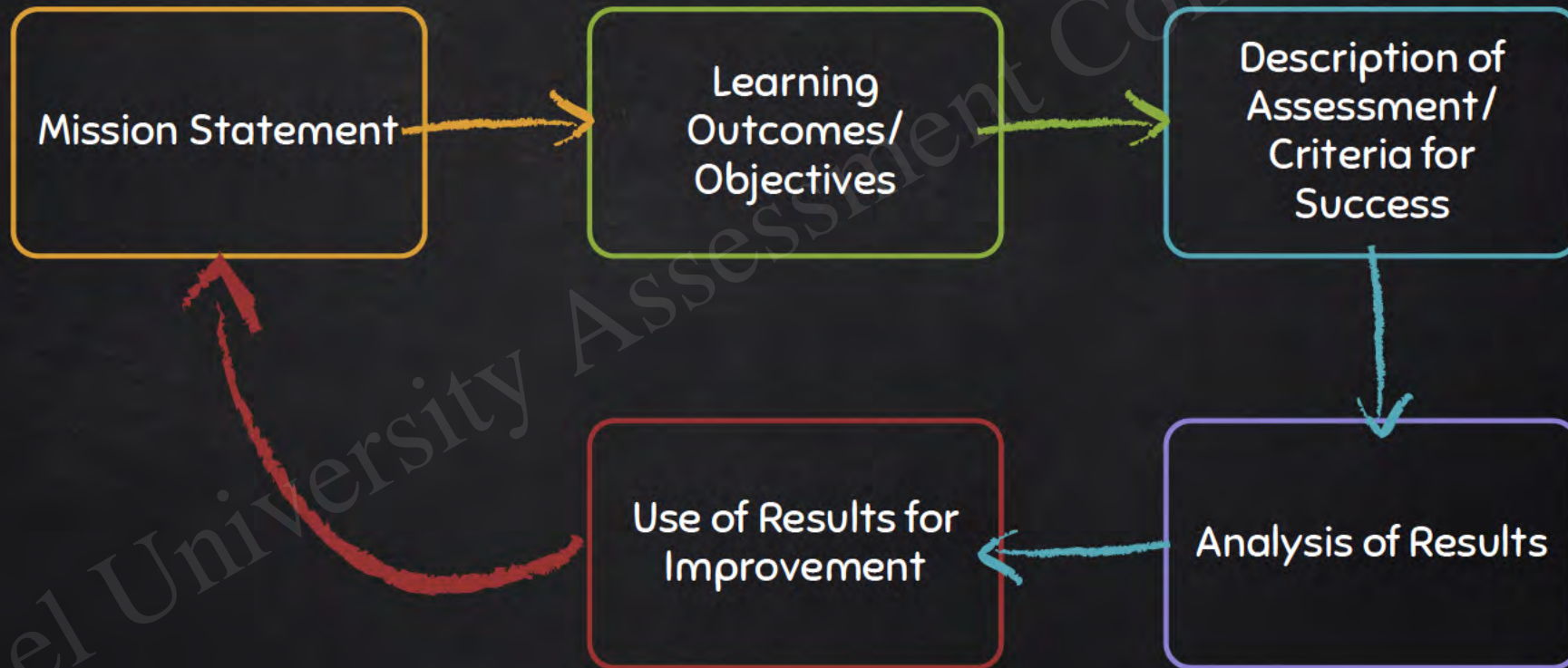
Assessment Plan Worksheet
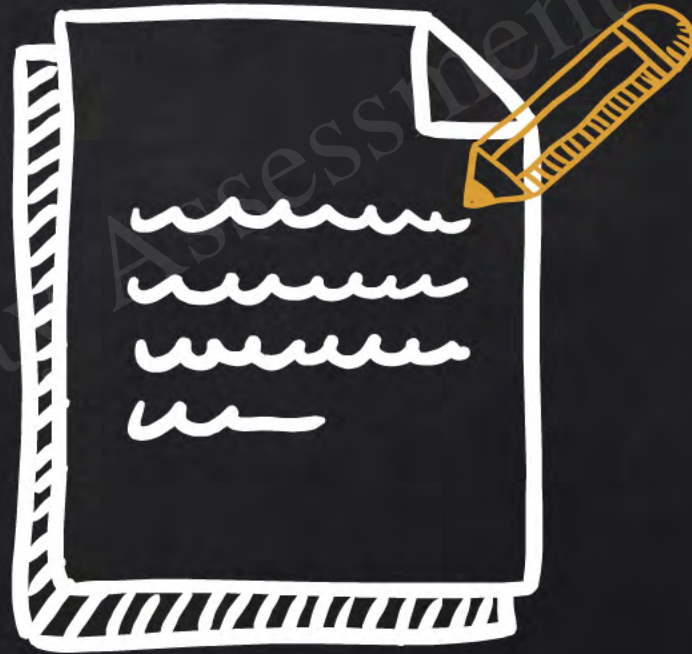
"IF YOU DON'T KNOW WHERE YOU ARE GOING, YOU WILL WIND UP SOMEWHERE ELSE."

Quote attributed to Yogi Berra

Goal Setting

"Goal setting is one of the basic tools used by organizations to assist in setting a direction and achieving it. Successful organizations often set long- and short-term goals for service development, improving quality, reducing errors, becoming more customer-focused, and building better internal and public relations."

– Jeffery Davis, Managing and Achieving Organizational Goals

Goal setting worksheet
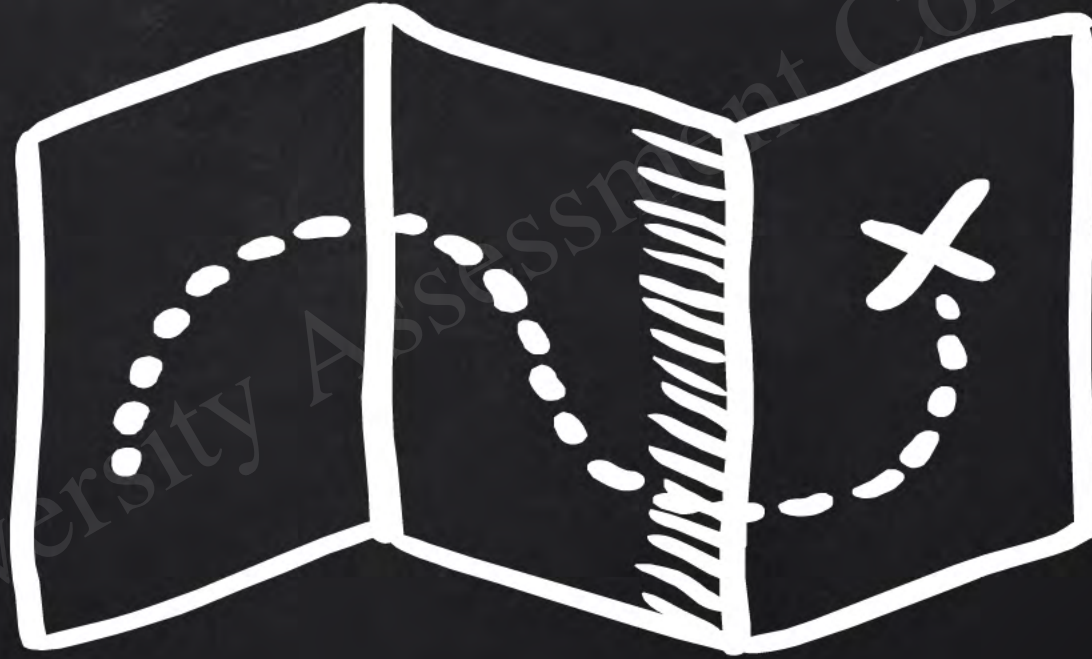
LEARNING OUTCOMES

✗ Learning outcomes are the:

Skills, attitudes, and habits of mind that someone takes with them from a learning experience (Suskie, 2009)

Stated more simply: What someone is able to do as a result of a learning experience

✗ Sample learning outcome

Drexel Assessment Conference Student Affairs participants will be able to develop appropriate student life programmatic and learning outcomes

LEARNING OUTCOMES

✗ Learning outcomes should be driven by your goals

✗ Example:

Goal: Foster in students a sense of community belonging and accountability

Learning outcome: Students will be able to articulate how their behavior influences other members of the community.

Programmatic Outcomes

✗ Programmatic outcomes:

Are tangible, measureable results of programs and services that are non-learning based

These are the outcomes that do not focus on student learning

✗ Sample programmatic outcomes

Student satisfaction of programs

Attendance of an event

Involvement in community

Reduction in alcohol violations

Increased academic performance

THREE BASIC COMPONENTS TO A LEARNING OUTCOME

- Drexel Assessment Conference Student Affairs participants will be able to develop appropriate student life programmatic and learning outcomes

The subject/population

The action

The object

The Subject/Population

✗ It must have a subject/population

It is who we are assessing

The group in which we have an interest

✗ Example subjects/population

All students at an institution

Students who attend an event

Students in a community

Student affairs professionals

✗ Other populations?

The action

✗ Learning outcomes tend be action oriented; consequently, we need an action

✗ Examples

Will be able to articulate

Will understand

Will be able to list

Will be able to identify

Will report

✗ Other examples?

The object

✗ Like in a sentence, an object in an outcome receives the action

✗ Examples

Community standards

How behavior influences others

Content knowledge

Satisfaction with program

Institution values

✗ Other examples

A la carte menu for learning outcomes

Subject/Population	Action	Object
Charged Students	Will understand	An understanding of their conduct charge
All Students	Will be able to articulate	The values of the institution
A student who attends the leadership event	Will be able to list	The benefits of being a servant leader
Students within the FSL community	Will demonstrate	How behavior influences others
Students who live in the community service learning community	Will be able to verbalize	An understanding of their role as a citizen in their community
Students who participate in intramurals	Will report	An increase of communication skills with their peers

Using the A la carte menu for outcomes

✗ Step 1: Identify your subject/population

A student who attends the leadership event

✗ Step 2: Identify your action

Will be able to list

✗ Step 3: The object

The benefits of being a servant leader

✗ Step 4: Put it all together

A student who attends the leadership event will be able to list the benefits of being a servant leader.

Outcomes

✗ Using worksheet #3, develop the learning and programmatic outcomes associated with your student life unit and informed by your goals

LEARNING EXPERIENCES

✗ Learning experience is the place where learning takes place

✗ In student life these may include

A program (leadership, residence hall, multicultural)

An activity (community service, completed sanction)

Curricular Experiences

LEARNING EXPERIENCES

✗ Student affairs professionals have an added difficulty in that not every learning outcome will apply in every situation

✗ Example

Students will be able to identify 4 at risk drinking behaviors

Appropriate for alcohol violations

Not appropriate for honor code violations

LEARNING EXPERIENCES

✗ Mapping outcomes to learning experiences and to whom outcomes apply helps to manage the process

Mapping Outcomes

✗ Example:

Goal: Foster in students a sense of community belonging and accountability

Learning outcome: Students will be able to articulate how their behavior influences other members of the community.

Learning experience: All hearings, administrative or board

Applies to: All students who have a hearing, administrative or board

Mapping Outcomes

✗ Using worksheet #4, map your outcomes to learning experiences

Measures

✗ Direct Measures – provides clear, concrete evidence that an outcome is being obtained

✗ Indirect measure – provides indicators that outcomes are being obtained, but the evidence is not as clear and not as convincing

Measures

✗ Measures will be either subjective or objective

Subjective

Objective

Measures

✗ Can use either qualitative, quantitative, or both methodologies.

Qualitative methodologies

Quantitative methodologies

Mixed Methods

COLLECTING DATA

✗ Closely related to your measure, is how you are going to collect your data/measure

Assessments/Tests

Focus Groups

Interviews

Surveys

Rubrics

MEASURES

✗ Learning outcome – Students will be able to list 3 benefits of leadership.

✗ Students completed a multiple choice test at the conclusion of a leadership activity

Question 4 asked: In the items listed below, please indicate those that are considered to be an outcome of leadership.

Measures

✗ Direct or Indirect Measure?

✗ Qualitative or Quantitative?

✗ Subjective or Objective?

✗ Assessment/test, focus group, interview, survey, or rubric?

Measures

✗ Students will indicate a welcoming environment to practice a faith of their choosing.

At the conclusion of the term students attending a spiritual service completed an online questionnaire

Question 7: Please indicate your degree of agreement with the following statement (Strongly Disagree – Strongly Agree), The campus is a welcoming environment to practice my faith (if applicable).

Measures

✗ Direct or Indirect Measure?

✗ Qualitative or Quantitative?

✗ Subjective or Objective?

✗ Assessment/test, focus group, interview, survey, or rubric?

MEASURES

✗ Students will understand how their behavior influences others in the community.

At the conclusion of the resident assistant hall meeting students completed an online questionnaire

Question 11: Please indicate your degree of agreement with the following statement (Strongly Disagree – Strongly Agree), As a result of my meeting, I understand how my behavior influences others in the community

Measures

✗ Direct or Indirect Measure?

✗ Qualitative or Quantitative?

✗ Subjective or Objective?

✗ Assessment/test, focus group, interview, survey, or rubric?

MEASURES

✗ Students will articulate how their leadership influences others in the community.

Several weeks after the STAR Lead program was concluded, students were asked to participate in a semi-structured interview during which they responded the following question:

Do you believe the STAR lead program helped you learn how your leadership influenced others in the community? If yes, can you elaborate on how you believe your leadership influenced others in the community?

MEASURES

✗ Direct or Indirect Measure?

✗ Qualitative or Quantitative?

✗ Subjective or Objective?

✗ Assessment/test, focus group, interview, survey, or rubric?

Measures

✗ Define success ahead of time

✗ Success can be defined in a multitude of ways:

Percentage answering correctly

Percentage answering a certain way

Improvement from previous year

Measures

✗ Complete worksheet #5 by listing your outcomes, measure and performance indicator, type of measure, paradigm, classification, and method of collection

Wrap-Up

✗ Questions???

Acknowledgements

✗ Matt Stimpson, Ph.D., Director of Assessment, College of Engineering

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