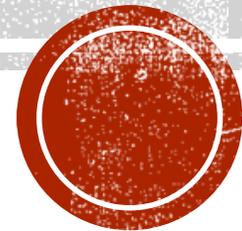


ASSESSMENT 1.0

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Student Affairs assessment team (A-Team)

ACTIVITY

- If you have an electronic device with access to the internet (phone or iPad/tablet), log into:
 - srs.campuslabs.com
 - Name is optional
 - Type in the connect ID: **22059**



INTRODUCTIONS

- Please share your name and your department
- What do you hope to learn from this workshop?



LEARNING OUTCOMES FOR THIS WORKSHOP

- At the end of this session, participants will be able to:
 - Explain the significance and purpose of assessment
 - Compare and contrast the term assessment with evaluation
 - Differentiate between the methods of assessment



WHO GETS EXCITED WHEN THEY HEAR THE WORD 'ASSESSMENT'?



LET'S PUT IT A DIFFERENT WAY

- Who gets excited when we talk about the impact we are making in students' learning and development as a result of the programs and services we offer?



WHAT IS ASSESSMENT?

- “Assessment is any effort to gather, analyze, and interpret evidence which describes institutional, divisional, program, initiative or agency effectiveness” (Upcraft & Schuh, 1996, p. 18).
- Assessment is part of a **process** that identifies what we want students to learn, provides them with good opportunities to learn those things, and then assesses whether they have learned those things (Suskie, 2009, p.11).



WHY IS ASSESSMENT IMPORTANT?

Assessment in higher education primarily responds to two forces: *external* demands for **accountability** and *internal* **commitment to improvement**.

- To improve programs and services offered to students
- To examine whether students are learning what we are expecting them to learn
- To make data-driven decisions
- To contribute to institutional effectiveness, accountability, and reporting



PROCESS AND OUTCOME IN ASSESSMENT

- The work of assessment in practice engages questions of both process and outcomes Scriven (1976)
 - Knowing how a program functions (Process) VS.
 - Knowing what was produced by the program (Outcome)
- Process in Higher Ed is important as it ensures that the gathering of data tells the story on how activities, programs, courses, etc. function within an institution.
- Example: Process data tells Average SAT of entering students, description of what is to be a first-generation, underrepresented student at CPP or how satisfied students are with CPP co-curricular opportunities.
- What is the Challenge?

Whether changes in individual learning can be attributed to particular educational experiences



ASSESSMENT VS. EVALUATION

- **Assessment is the ongoing process of establishing clear, measurable expected outcomes of student learning; ensuring that students have sufficient opportunities to achieve these outcomes; systematically gathering, analyzing, and interpreting evidence to determine how well student learning matches our expectations; using the resulting information to understand and improve learning** Suskie, L. (2009).
- **Evaluation is any effort to use assessment evidence to improve institutional, departmental, divisional, or agency effectiveness** Upcraft, M. L. & Schuh, J. H. (1996).

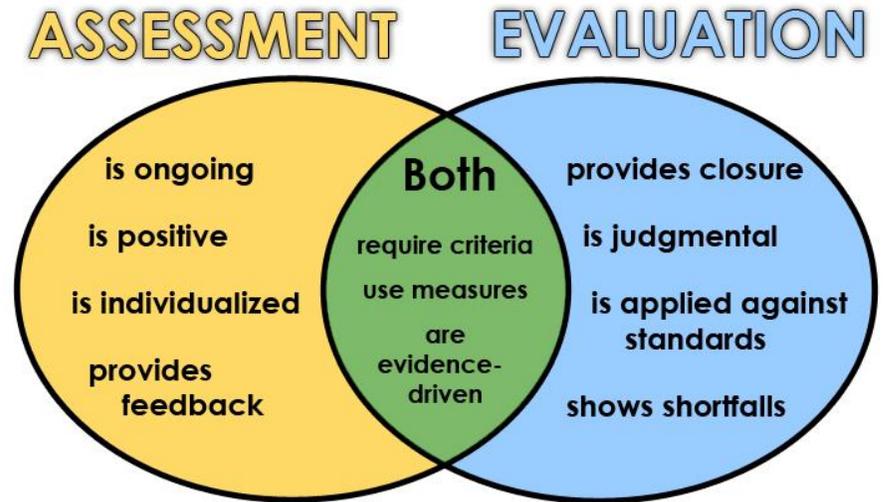


The Purpose of...

assessment
is to
INCREASE
quality.



evaluation
is to **JUDGE**
quality.



OPERATIONAL OUTCOMES

- Operational outcomes also known as performance or service utilization outcomes which “seek to set standards for the utilization of services and facilities” (Bresciani, Zelna & Anderson, 2004, p. 11) These measures might be more associated with efficiency than effectiveness.
- Example of Operational Goal: decrease the average wait time for appointments



PROGRAM OUTCOMES

- Program outcomes can be thought of simple as “what you want your program to accomplish” (Bresciani, Zelna & Anderson, 2004, p. 11).
- Example of Program Goal: Increase student participation, involvement of targeted groups of students, student satisfaction with the program, grade point average (GPA)...



STUDENT LEARNING OUTCOMES (SLOS)

- Describe expected student learning and growth in specified domains
- Need to be measurable to provide evidence of student learning and development
- Both, curricular and co-curricular experiences, are expected to contribute to student learning and development
- **Student Learning Outcomes Assessment:** measures and provides evidence of the achievement of predetermined SLOs. Results are used to influence decision-making, planning, and improvement.



DIFFERENT TYPES OF ASSESSMENT:

- Usage Numbers (Career Center Usage)
- Student needs (Commuter Student Needs Survey)
- Student satisfaction/Perceptions (CPP Welcome Week)
- Environments (Campus Climate Study, Alcohol Focus Groups)
- Student Learning Outcomes (Peer Mentor Program Pre-Post Test)
- Comparable (Benchmarking) (NSSE)
- Using National Standards (i.e. CAS)

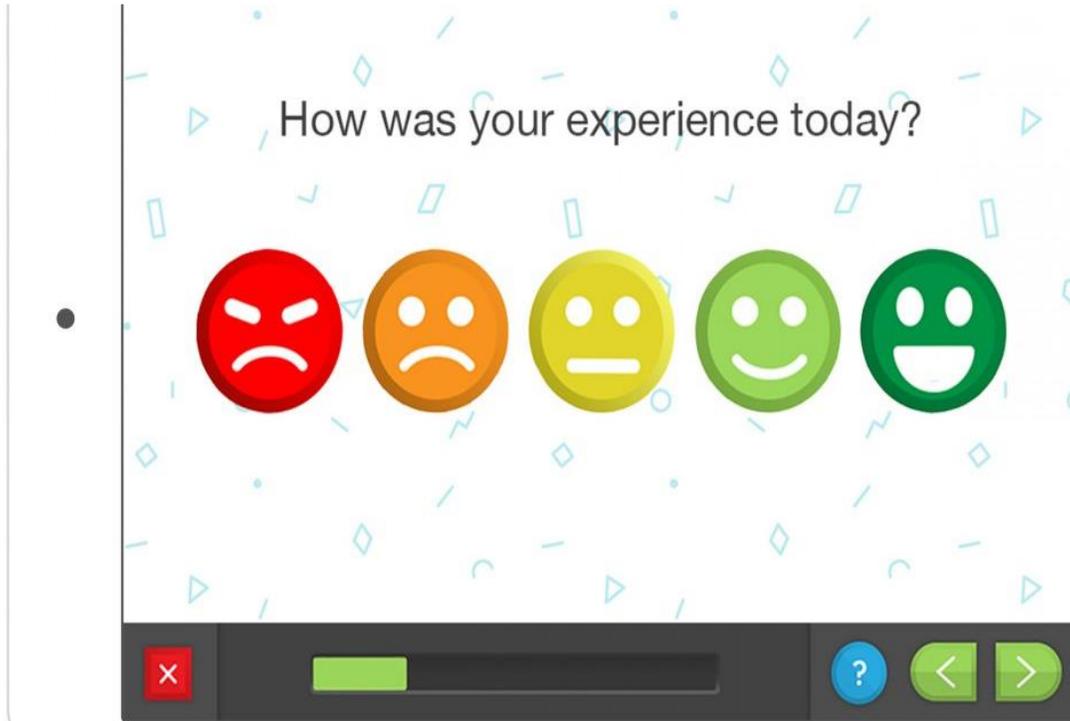


NEEDS ASSESSMENT

- Serves to identify gaps between the current condition and the desired condition, with the goal of making improvements
 - It looks at what is missing
 - The desired condition is not always clear at the onset of a needs assessment, other than wanting to provide the best program or service possible
 - Through a needs assessment, the desired condition can be identified
-
- Ex: CPP explores the needs of students living off-campus.



SATISFACTION ASSESSMENT



- Helps identify the level of approval that students (or others) feel after experiencing a program or service.
- Seeks to measure *how well* something is being done
- Identify specific areas where improvements can be made



ACTIVITY

- Share with your neighbor a skill/behavior/attitude that students gain by participating or engaging in your program/service.



ACTIVITY

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POP QUIZ! Q #1



Dining services wants to determine what the perceived interests of students are when it comes to environmental choices and considerations within dining services.

What type of Assessment would we use?



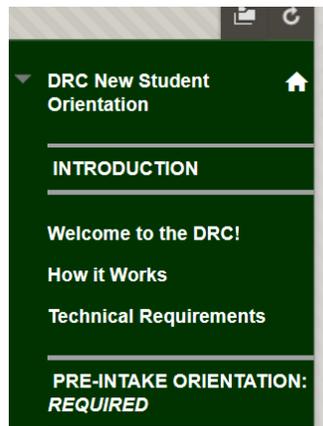
POP QUIZ! Q #2

- The Office of Student Life wants to better understand who and how often students participate in late-night programming.
- **What type of Outcome would they write?**



POP QUIZ! Q #3

- DRC wants to know whether students are learning when completing the required modules through the new DRC Online Orientation. What type of assessment would we use?



Welcome to the DRC!

Welcome to the Disability Resource Center!

Welcome to the DRC and your eOrientation. This online program was designed to orient new DRC students to the procedures on how to access their accommodations.

As a DRC student, you will be able to access this learning tool if you ever need a refresher on the procedures.



MEASUREMENT METHODS

- **Qualitative:** "Qualitative methodology is the detailed description of situations, events, people, interactions, and observed behaviors, the use of direct quotations from people about their experiences, attitudes, beliefs, and thoughts" (Upcraft & Schuh, 1996, p. 21)
- **Quantitative:** Quantitative methods use numbers for interpreting data and "are distinguished by emphasis on numbers, measurement, experimental design, and statistical analysis" (Palomba & Banta 1999).
- **Mixed-methods:** Researchers have been using multiple methods in their studies. Using the term mixed-methods has grown in the last decade and refers to using both qualitative and quantitative methods in one study. Methods can be applied simultaneously or in a sequence, with varying order.
- **NOTE:** Student Affairs Professionals should avoid choosing a method before they have clearly recognized the problem being examined and specified the purpose and intended use of assessment.



QUALITATIVE

- Exploratory (“why”, “how” and “when”)
- Small samples (less representative of population)
- Open-ended
- Emerging information
- Subjective, inductive interpretation of data

Examples: focus groups, case studies, observations, ethnographic studies

- Information/data in the form of rich, in-depth responses (words)

Disadvantages: smaller sample size and time consuming, explain anomalies



EXAMPLE: QUALITATIVE

- Many student affairs professionals use portfolios, student reflections, reports, or other forms of classroom-type documents for outcomes-based assessment data collection. Criteria checklists or rubrics can be used in the analysis of documents to identify whether outcomes are met. Documents are a rich source of information and provide a great starting point for any assessment project.



QUANTITATIVE

- Descriptive or casual
- Large samples (more representative of population)
- Structured
- Objective, deductive interpretation of data

Examples: questionnaires, surveys, experiments, inventories

- Information/data is in the form of numbers, measures (statistics)

Disadvantages: Ability to control all variables, defining all relevant variables, oversimplification of the process.



EXAMPLE - QUANTITATIVE

- Administrators at Pennsylvania State University originally measured the success of their newspaper readership program based on satisfaction and use. The quantitative survey they were using was later revised \"to include more detailed information on students' readership behavior (e.g., how frequently they are reading a paper, how long, and which sections), students' engagement on campus and in the community, and their **self-reported gains in various outcomes** (e.g., developing an understanding of current issues, expanding their vocabulary, articulating their views on issues, increasing their reading comprehension)\" (Bresiani et al., 2009). This revision allowed them to use survey methodology while still measuring the impact of the program on student learning.



ASSESSMENT METHODS / MEASUREMENTS / TOOLS

- Survey
 - Focus Group/Interview
 - Observation
 - Rubrics
 - Portfolios
 - Case Studies
 - Reflective Journals
 - Trends
- *Quick Assessments
 - One-minute papers
 - Pre/Post Tests
 - Texting polls
 - Muddiest point
 - Graffiti Boards or word journals
 - Tracking services



TYPES OF MEASURES - INDIRECT

Indirect measures reflect attitudes or opinions, and are often obtained from focus groups, interviews, or surveys (Price and Randall, 2008).

INDIRECT EVIDENCE EXAMPLE:

Please rate your level of agreement with the following....

I know of resources on campus to consult if I have questions about which courses to register for in the fall.

- a) Strongly agree
- b) Moderately agree
- c) Moderately disagree
- d) Strongly disagree

Examples: focus groups, surveys, questionnaires, interviews, reports, tracking of student perceptions of student learning, tracking of staff perceptions of student learning.



TYPES OF MEASURES - DIRECT

- Direct measures of student learning demonstrate mastery through actual work or work products such as papers, presentations, embedded test items, and pretests/posttests (Price and Randall, 2008). **Using rubrics** to evaluate learning is a common practice.
- **DIRECT EVIDENCE EXAMPLE:**
Where on campus would you go or who would you consult with if you had questions about which courses to register for the fall?

Examples: direct observation, pre-test/post-test of variable leading to desired outcome, standardized test or inventory measuring student learning, tracking of student data, counts of use of service



SCENARIOS THAT CAN LEAD TO DIRECT MEASURES

UNIT	LEARNING OUTCOME	DIRECT MEASURE
Conflict Resolution	Students who apply to be released from Disciplinary Probation will be able to explain how their experience with the conduct system has impacted their future goals.	Rubric
Disability Resource Center	Students with Disabilities, who utilize individual appointments, will be able to make a semester calendar, listing all their academic obligations and use it to better plan their time and meet deadlines.	Rubric
Residential Life	As a result of participating in one-on-one staff meetings, student staff members will be able to articulate their strengths.	Survey (open ended)
Student Involvement & Leadership	After attending the “Introduction to Leadership” session, students will be able to successfully identify 3 or more leadership theories.	Survey (quiz)
University Health Center	Students who visit the Health Center for an upper respiratory illness will be able to identify symptoms to consider in determining if they can self-manage their illness or if it is appropriate to contact a provider for care.	Survey (quiz)



WHY USE RUBRICS?

1. Provides both qualitative descriptions of student learning and quantitative results
2. Clearly communicates expectations to students
3. Provides consistency in evaluation
4. Simultaneously provides student feedback and programmatic feedback
5. Allows for timely and detailed feedback
6. Promotes colleague collaboration
7. Helps us refine practice



**WHAT CURRENT METHODS OR EFFORTS
ARE YOU USING TO MEASURE LEARNING?**



ASSESSMENT: KEY PLANNING QUESTIONS

- What are we trying to do and why? *Or*
- What is my program supposed to accomplish? *Or*
- What do I want students to be able to do and/or know as a result of my course/workshop/orientation/program?
- How well are we doing it?
- How do we know?
- How do we use the information to improve or celebrate successes?
- Do the improvements we make contribute to our intended end results?

