

Laying the Assessment Foundation

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Division of Student Affairs

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Assessment isn't an activity.
It's a state of mind.

Session Outcomes

- Articulate the definitions of important assessment terms
- Articulate how to align assessment
- Articulate the different types of assessment
- Articulate the importance of anchoring assessment



Definitions

- What are the differences between assessment, evaluation, and research?

Assessment Ins and Outs

- ▣ Purposes of Assessment
- ▣ Forms of assessment
- ▣ Types of assessment
- ▣ Methods/techniques of assessment

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Purposes for Assessment



Accountability



Improvement

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Forms of Assessment

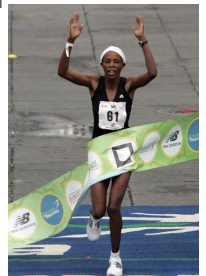
- ▣ Summative
- ▣ Formative
- ▣ Political



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Forms of Assessment

- ▣ **Summative:** Did you get where you wanted to do? Did you accomplish your goal?
- ▣ This is used to determine if a particular organizational activity or function should be continued, enhanced, curtailed, or eliminated. They are used for accountability and strategic planning.
- ▣ **Accountability**



Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), *Perspectives on curricular evaluation, no 1*. Chicago: Rand McNally.

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Forms of Assessment

- **Formative:** Was the process to get to your outcomes successful
- Is used to improve organizational or institutional effectiveness and typically focuses on improving the processes which potentially lead to increased effectiveness.
- Improvement



Scriven, M. (1967). The methodology of evaluation. In R. W. Tyler, R. M. Gagne, & M. Scriven (Eds.), *Perspectives on curricular evaluation, no 1*. Chicago: Rand McNally.

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Forms of Assessment

- **Political** assessment is used to communicate and defend a program to potential stakeholders, including professional staff, office staff, faculty, administrators, parents, tax payers, and funders.



Brown, R. D. & Podolske, D. L. (1993). Strengthening program through evaluation and research. In R. B. Winston, S. Anchors, & Associates, *Student housing and residential life: A handbook for the professionals committed to student development goals*. San Francisco: Jossey-Bass.

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Types of Assessment

Increasing complexity and integration

- Tracking Usage
- Needs Assessment
- Satisfaction Study
- Culture/climate Assessment
- Outcomes Assessment
- Resource Effectiveness Study
- Benchmarking
- Program Review
- Strategic Planning

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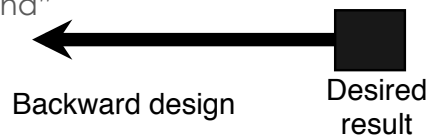
Assessment Techniques (Sample)

- Surveys
- Focus groups
- Counting heads
- 1-minute papers
- Capstone project
- Portfolio

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Assessment and Planning

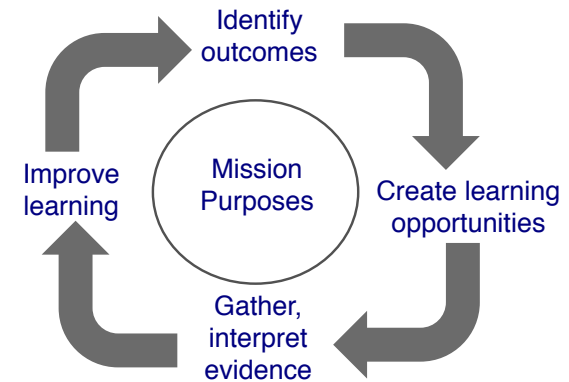
- Assessment and planning are linked, intertwined, and interrelated
- Systems thinking
- "Backward design"
- "Starting with the end"



[image adapted from http://eduwithtechn.wordpress.com/](http://eduwithtechn.wordpress.com/)

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Assessment Cycle



Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass.

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Language of Outcomes



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Mission

- Mission:** A mission clarifies an organization's purpose or why it should be doing what it does (Bryson, 2004. p. 102).
- Example: The Division of Student Development facilitates programs, services and experiences that help students develop as leaders who are holistically formed, critically reflective, and socially and personally responsible.

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Mission Alignment

- Institutional, divisional, and departmental missions should be aligned and should support the one above
-
-

Mission Alignment

- The Division of Student Development facilitates programs, services and experiences that help students develop as leaders who are holistically formed, critically reflective, and socially and personally responsible.
 - As the Student Involvement Center, we are committed to creating educational experiences that engage students through their campus involvement, leadership development, and college transitions.
-
-

Goal

- **Goal:** A goal is an end result written in broad terms.
- **Example:** As a result of participating in the Emerging Leaders Program, students will increase their leadership skills.



Mission-Goal Alignment

- **Mission:** As the Student Involvement Center, we are committed to creating educational experiences that engage students through their campus involvement, leadership development, and college transitions.
 - **Goal:** As a result of participating in the Emerging Leaders Program, students will increase their leadership skills.
-
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Input

- **Input:** A raw material that is used to develop a program or intervention which can include faculty, staff, budget, facilities, technology, etc.
- Example: \$1500, two staff members, and electronic portfolio software is available for the Emerging Leaders Program.



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Outcomes

- Operational outcomes
- Learning outcomes
- Program outcomes

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Operational Outcome

- **Operational Outcome:** Metrics that document how well the operational aspects of a program or activity are functioning, but do not document learning or overall impact of the program or activity.
- Example: 200 students will participate in the Emerging Leaders Program by the end of the 2014-2015 academic year.

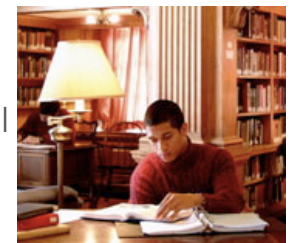


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Learning Outcome

- **Learning Outcome:** A learning outcome is the desired learning effect of a program, service, or intervention but is more specific than a goal. It is results-focused and participant centered.

-Example: As a result of participating in the Emerging Leaders Program, students will develop meeting facilitation skills.



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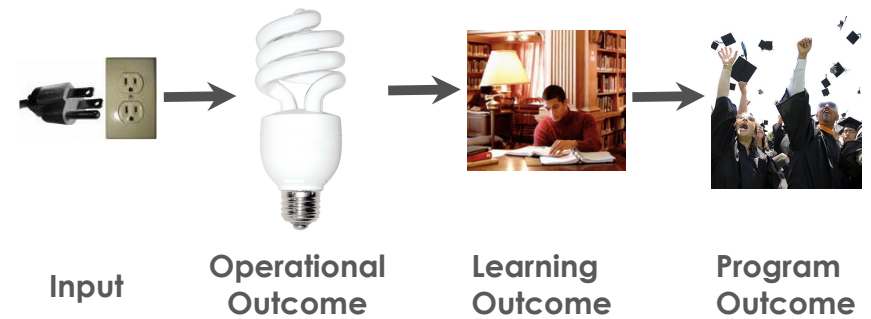
Program Outcome

- **Program Outcome:** A program outcome is the desired aggregate effect of a program, service, or intervention but is more specific than a goal.
- 80% of all students will lead a student organization during their college career.



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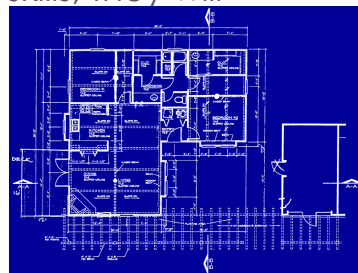
Relationship



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Strategy

- **Strategy:** A strategy is a means to achieving an outcome or goal.
 - Example: In order for students to increase their meeting facilitation skills, they will identify and describe three best practices in meeting facilitation.



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Action Step

- **Action step:** An action step is a way to implement a strategy to achieve an outcome or goal.
 - Example: If the strategy is to have students identify and describe three best practices in meeting facilitation, action steps might include identifying meetings to attend, developing an opportunity for reflection, developing a framework for that reflection, evaluating the experience, etc



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Language of Outcomes



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Anchoring Assessment

- Theory
- Institutional guideposts
- Established practice
- Professional standards
 - Council for the Advancement of Standards in Higher Education (CAS)
 - www.cas.edu

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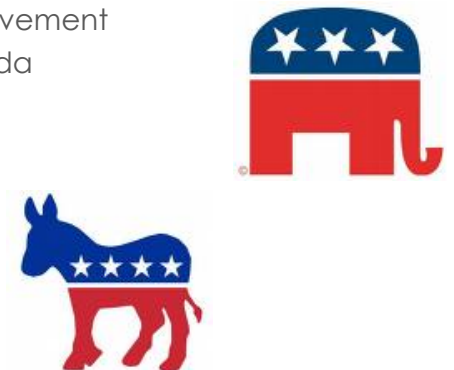
Anchoring Assessment

- White papers/National reports
 - Learning Reconsidered
 - www.myacpa.org/pub/documents/LearningReconsidered.pdf
 - College Learning for a New Global Century
 - http://www.aacu.org/leap/documents/GlobalCentury_final.pdf
 - AAHE Principles of Good Assessment
 - www.iuk.edu/~kocftla/assessment/9principles.shtml

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Politics of Assessment

- Control/ownership of the issue
 - Stakeholder involvement
 - Position on agenda
 - Resources
 - Communication
 - What
 - How
 - When
 - Spin



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Ethical Assessment

- Informed consent
- Voluntary participation
 - may be reason to mandate
- No repercussions for non-participation
- Confidentiality
- Minimization of risk

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Reflection Pause

- Any comments or questions to this point?



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Conclusion



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