

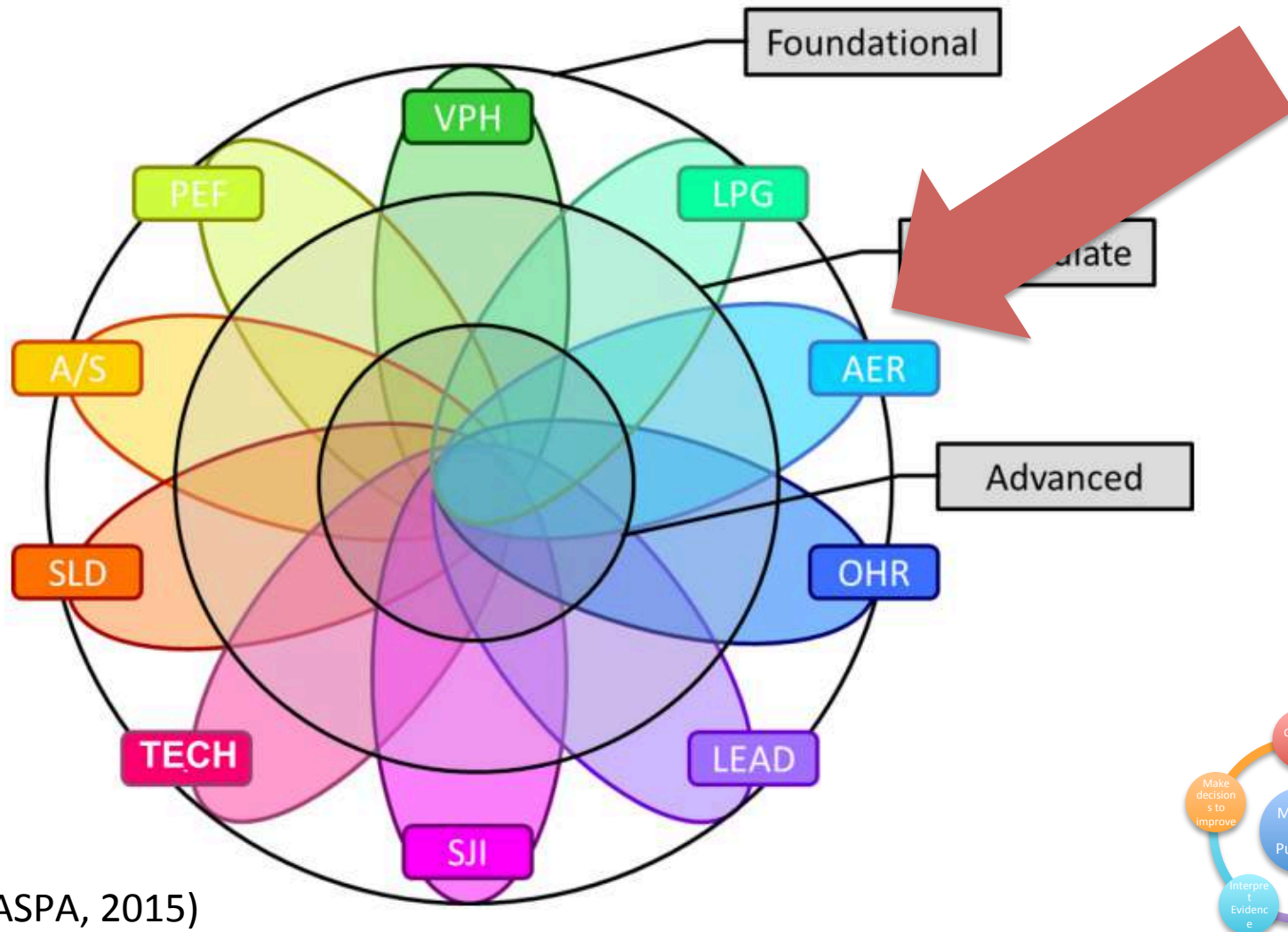
ASSESSMENT FOUNDATIONS WORKSHOP SERIES:

Assessment Foundations

Margaret Leary
University of San Diego
May 2016



Professional Competency Areas for Student Affairs Educators



(ACPA & NASPA, 2015)

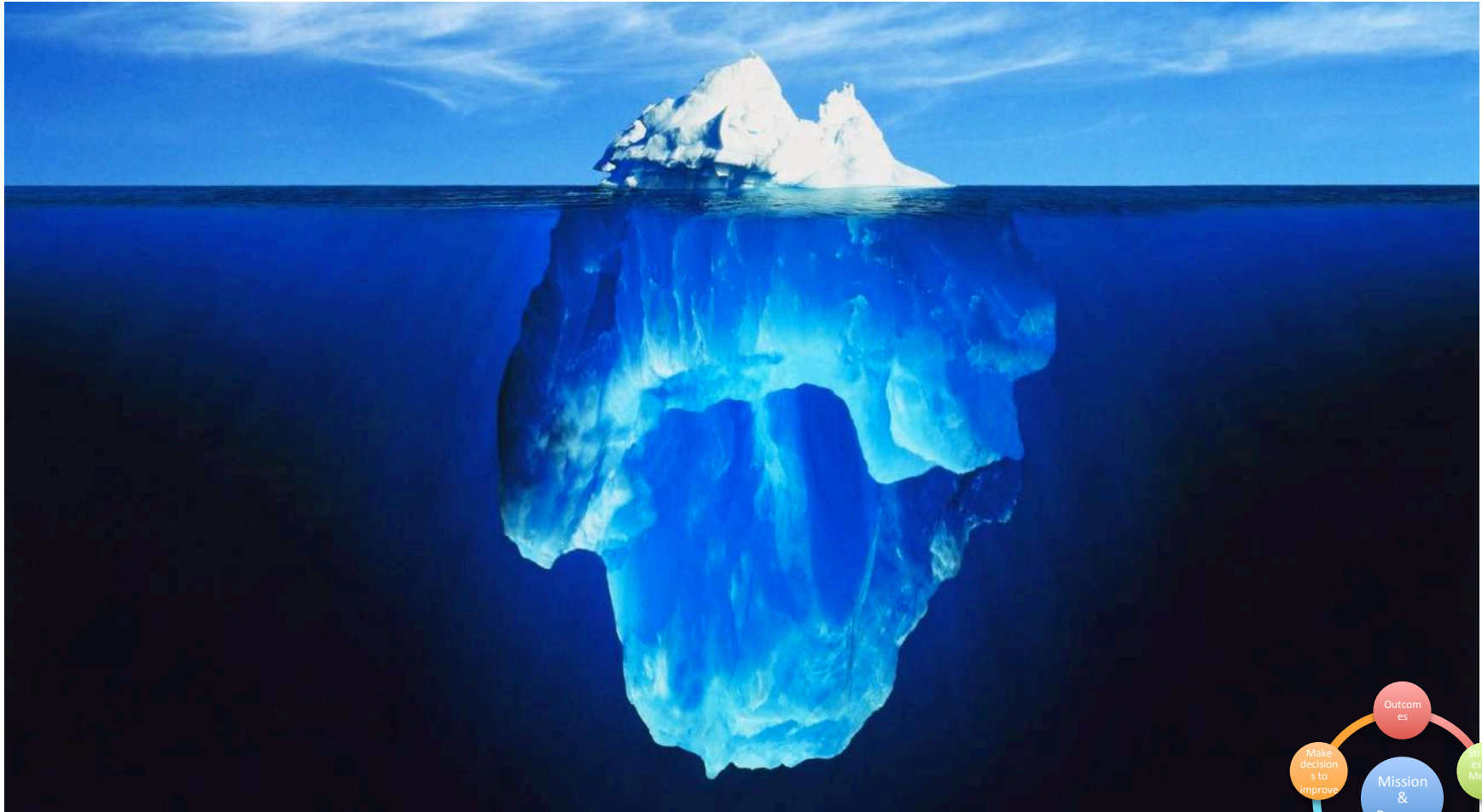
Session Outcomes

1. Articulate the basic milestones in the history of learning outcomes assessment in higher education
2. Discuss the two tensions that define the purpose of assessment
3. Articulate the different steps in the assessment cycle
4. Identify barriers to engaging in assessment

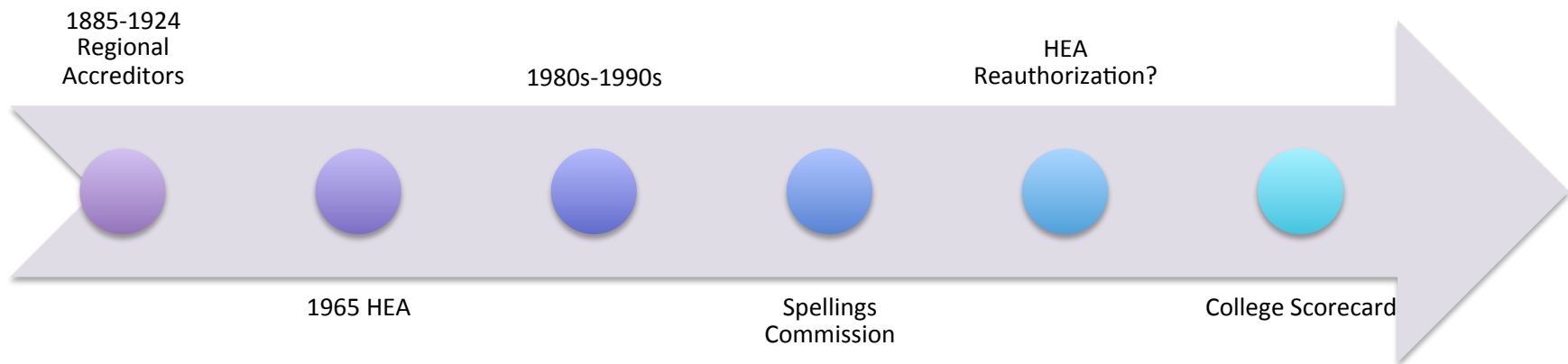




Thoughts...



Assessment in Higher Education



Purpose of Assessment

Improvement

Accountability



Assessment Cycle



Case Study

You are responsible for supporting your colleagues' development in the ACPA/NASPA Assessment, Evaluation, and Research Competency. You are familiar with the assessment cycle used at your institution and you must help them develop in one component of the cycle. You will have one slide to present at an upcoming workshop. What information would you share to help them learn the component?



Mission and Purpose

- The what
- CCLOs, SASP...
- The source of alignment
- All of our work should emanate from this
- Restart the cycle



Tracdat –Statement of Purpose and Functional Areas

The screenshot shows the Tracdat web application interface. The top navigation bar includes the Tracdat logo, a dropdown menu for 'Admin - Living Learning Preceptorial Program', and a user profile for 'Welcome, margaretleary'. The left sidebar contains navigation options: Home, Admin Unit (selected), General Information (selected), Assignments, Personnel, Admin Unit Planning, Mapping, Reports, and Documents. The main content area displays the 'Admin - Living Learning Preceptorial Program' page, which includes a 'Statement of Purpose' and a list of 'Functional Areas'. A 'Legal Notice' link is visible at the bottom of the page.

Statement of Purpose: The LLC program was developed as a collaborative effort between academic and student affairs to enrich the academic and co-curricular experience of first year students. Co-directed by administrators from both divisions, the program was first piloted in Fall 2010 and expanded to include all first year students in Fall 2014. As the program grew, two administrative positions were added, the LLC Coordinator and LLC Program Assistant. The LLC team collaborates heavily with other units such as Residential Life, Center for Student Success, Admissions, and others regarding first year course schedules, housing assignments, and orientation. The team also supports the faculty director role in coordinating LLC events.

Functional Areas:

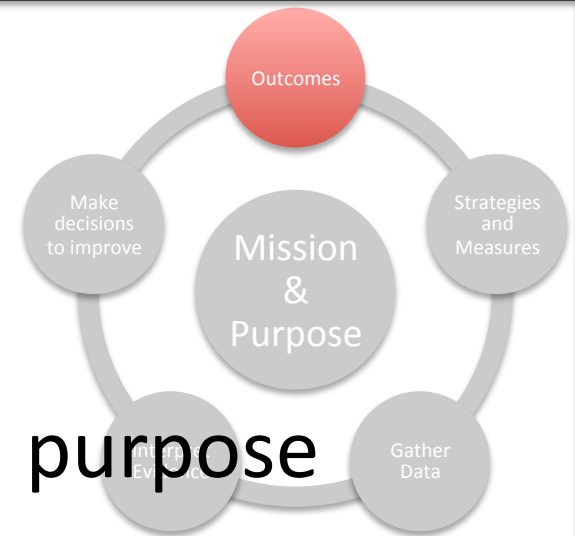
1. First Year Course Registration (first year advising questionnaire, creating first year schedules, correspondence with families, summer advisor training)
2. Preceptor Development (trainings, web/hardcopy resources, feedback, selection)
3. Event Support (planning, logistic, and marketing support for LLC events)
4. Administrative (expense reports and reimbursements, website, entering class reconciliations, logistical support, LLCC, assessment)
5. Program Support (external marketing, stakeholder communication management)

[Legal Notice](#)



Outcomes

- Can be learning or operational
- More specific than mission and purpose
- Articulate, in measurable terms, how we want students to be different because they engage
- What do we want them to know, do, or value?
- Align with the CCLOs/SASP





ASSESSMENT CONTINUUM

Increasing complexity and integration

- Tracking usage
- Needs assessment
- Satisfaction studies
- Climate/culture assessment
- Outcomes assessment
- Resource effectiveness studies
- Benchmarking
 - Comparators
 - Standards
 - Time
- Program review
- Strategic planning



(Henning, 2009)

Tracdat – Goals and Outcomes

The screenshot displays the Tracdat web application interface. At the top, the Tracdat logo is on the left, and the user's name 'Welcome, margareteary' is on the right. The main navigation menu on the left includes 'Home', 'Admin Unit', 'Admin Unit Planning', 'Unit Plan', 'Results', 'Mapping', 'Reports', and 'Documents'. The 'Unit Plan' section is currently active, showing a list of 'Goals' and 'Outcomes' for the 'Admin - Living Learning Preceptorial Program'. The 'Goals' section contains four items, and the 'Outcomes' section contains six items. Each item includes a description and a status (Active or Inactive). A 'Legal Notice' link is visible at the bottom of the page.

Admin - Living Learning Preceptorial Program

Admin - Living Learning Preceptorial Program > Admin Unit Planning > Unit Plan

Goals

- ▶ Students will develop an understanding and a disposition across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. (Active)
- ▶ Students will develop a sense of belonging among their peers and within the USD community. (Active)
- ▶ Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate. (Active)
- ▶ Achieve higher levels of effectiveness and efficiencies regarding program implementation. (Active)

Outcomes

- ▶ Course Engagement Students will be more engaged in their preceptorial course compared with other courses. (Active)
- ▶ Intellectual Climate Preceptors will describe the intellectual climate as strong. (Active)
- ▶ Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community. (Active)
- ▶ Retention Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate (Active)
- ▶ Student Preferences Students will receive one of their top three preferences for an LLC theme (Active)
- ▶ Process Map Identify efficiencies in processes involving stakeholders such as Admissions, Residential Life, and ITS. (Inactive)

[Legal Notice](#)



Tracdat - Mapping

tracdat Admin - Living Learning Preceptorial Program

Welcome, margaretleary

Admin - Living Learning Preceptorial Program > Mapping > Goals Mapping

Save

University Co-Curricular Outcomes	Goals			
Outcomes	Students will develop an understanding and a disposition across the curriculum and co- ...	Students will develop a sense of belonging among their peers and within the USD community.	Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate.	Achieve higher levels of effectiveness and efficacy regarding program
CCLO 1: Authentic Engagement - Advocacy/Using Voice Advocates for oneself and others through immersion and action in local and/or global ...				
CCLO 1: Authentic Engagement - Meaningful Dialogue Creates meaningful dialogue with local and/or global communities.		✓		
CCLO 1: Authentic Engagement - Social Change Actively collaborates with community partners to promote social change. Commitment/desire to ...				
CCLO 2: Being, Belonging, Becoming - Cultural Self-Awareness Values new perspectives on one's own cultural biases, attitudes, norms, values and ...				
CCLO 2: Being, Belonging, Becoming - Empathy and Compassion Willingly joins community despite the discomfort. Identifies area/issue of concern to be a ...		✓		
CCLO 2: Being, Belonging, Becoming - Engaging with Difference and Challenge Openly engages in different				



Strategies and Measures

- Strategies
 - The how
 - The intentional experiences we offer students to expose them to the outcome
- Measures
 - The tools we use to understand the extent to which students have achieved the outcome
 - Indirect or direct



Tracdat – Strategies and Measures

Admin - Living Learning Preceptorial Program

Welcome, margareteary

Admin - Living Learning Preceptorial Program > Admin Unit Planning > Unit Plan

- Achieve higher levels of effectiveness and efficiencies regarding program implementation. (Active)
- Outcomes
 - Course Engagement Students will be more engaged in their preceptorial course compared with other courses. (Active)
 - Intellectual Climate Preceptors will describe the intellectual climate as strong. (Active)
 - Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community. (Active)
 - Outcome Assessment Cycle: 2013 - 2014
 - Start Date:
 - Inactive Date:
 - Measures
 - preceptorial survey items (Active)
 - Benchmark/Criterion: 2013 cohort reports greater levels of connectedness than previous cohorts
 - Notes:
 - Strategies:
 - Date Added: 04/19/2016
 - Active: Yes
 - Related Documents
 - Assignment
 - Retention Maintain or improve first-time, full-time, first year fall to fall (90%) and fall to spring (96%) retention rate (Active)
 - Student Preferences Students will receive one of their top three preferences for an LLC theme (Active)



Gather Data

- How will you know?
- Facts and statistics collected together for reference or analysis
- Quantitative
 - Surveys, attendance, tracking/usage
- Qualitative
 - Focus group, interview, reflection paper



Tracdat

The screenshot displays the Tracdat web application interface. The browser address bar shows the URL: https://tracdat.sandiego.edu/tracdat/faces/assessment/unit_planning/observations.xhtml. The page title is "Admin - Living Learning Preceptorial Program". The user is logged in as "Margaret".

The main content area shows a list of observations under the heading "Admin - Living Learning Preceptorial Program > Admin Unit Planning > Results".

- Course Engagement Students will be more engaged in their preceptorial course compared with other courses.
- Intellectual Climate Preceptors will describe the intellectual climate as strong.
- Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community.

The selected observation, "Sense of Belonging", is expanded to show survey items:

- preceptorial survey items**
 - Benchmark/Criterion** 2013 cohort reports greater levels of connectedness than previous cohorts
 - Notes**

Two survey items are listed:

- 2013 - 2014** (No) | 04/19/2016
89.2% of first year students agree or strongly agree that there are people here that they would want to get to know; 77.3% agree or strongly agree that they are a member of the campus community; 74.3% agree or strongly agree that they feel a strong sense of community with people beyond their preceptorial classmates. [\[more\]](#)
- 2014 - 2015** (No) | 04/19/2016
89.5% of first year students agree or strongly agree that there are people here that they would want to get to know; 74.6% agree or strongly agree that they are a member of the campus community; 69.6% agree or strongly agree that they feel a strong sense of community with people beyond their preceptorial classmates. [\[more\]](#)

For the 2014-2015 item, an action is listed:

- Actions**
 - Action Identify strategies for enhancing preceptor, RA, and PA trainings to foster a stronger sense of belonging. (04/19/2016)
 - Implemented Changes



Interpret Evidence

- Analysis
- What does the data tell you?
- Translate into information and make meaning



Tracdat -

tracdat Admin - Living Learning Preceptorial Program Welcome, margaretleary

Admin - Living Learning Preceptorial Program > Admin Unit Planning > Results > Add Result

Home Admin Unit Admin Unit Planning Unit Plan Results Mapping Reports Documents

Save Return

Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community.

preceptorial survey items
Benchmark/Criterion 2013 cohort reports greater levels of connectedness than previous cohorts
Notes
Strategies:

* Result Date 04/19/2016

* Result 89.2% of first year students agree or strongly agree that there are people here that they would want to get to know; 77.3% agree or strongly agree that they are a member of the campus community; 74.3% agree or strongly agree that they feel a strong sense of community with people beyond their preceptorial classmates.

* Reporting Period 2013 - 2014

* Criterion Met No

* Reflective Statement We will set 90% as the criterion on the first item, 80% on the second, and 75% on the third.

* Required field



Make Decisions to Improve



- Based on your evidence, what will you do differently to improve learning?
- Restart the cycle



Tracdat – Make Decisions to Improve

The screenshot displays the Tracdat web application interface. At the top, the logo "tracdat" is on the left, and a navigation breadcrumb "Admin - Living Learning Preceptorial Program" is in the center. On the right, there is a user profile for "Welcome, margaretleary" with a notification bell icon showing 0 alerts. Below the header, a left sidebar contains navigation options: Home, Admin Unit, Admin Unit Planning (selected), Unit Plan, Results (selected), Mapping, Reports, and Documents. The main content area shows a breadcrumb "Admin - Living Learning Preceptorial Program > Admin Unit Planning > Results > Add Action". A "Save" button and a "Return" button are visible. The main form contains a text area with the text "Sense of Belonging Students will develop a sense of belonging among their peers and within the USD community." Below this is a section for "preceptorial survey items" with a "Notes" field containing the text "Benchmark/Criterion 2013 cohort reports greater levels of connectedness than previous cohorts". A date field shows "2013 - 2014" and "No", and a date "04/19/2016". A text area contains the text "89.2% of first year students agree or strongly agree that there are people here that they would want to get to know; 77.3% agree or strongly agree that they are a member of the campus community; 74.3% agree or strongly agree that they feel a strong sense of community with people beyond their preceptorial classmates." Below this is a form for "Action Date" with the value "04/19/2016" and an "Action" field with the text "Share the results with theme teams." A "* Required field" label is present below the action field. At the bottom, there is a "Legal Notice" link.



References

Ewell, P. T. (2013, June). *Three decades later: A day with Peter Ewell*. Presentation at WASC Assessment Leadership Academy. Oakland, CA.

ACPA & NASPA (2015). *Professional Competency Areas for Student Affairs Educators*. Retrieved from http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_.pdf

Henning, G. W. (2009). *Assessment Continuum*. Retrieved from http://www.dartmouth.edu/~oir/pdfs/assessment_continuum.pdf

