



ASSESSMENT

ACADEMY

ASSESSMENT 101



INTRODUCTIONS

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ASSESSMENT & INSTITUTIONAL EFFECTIVENESS @ ATU

- Work with both academic and non-academic programs and administrative services assessment efforts on both Russellville and Ozark campuses
- Coordinate program reviews, HLC accreditation & academies
- Assist with program planning and revision
- Perform educational workshops and training on assessment
- Consult with all constituencies on assessment matters
- Special projects

OVERVIEW

- Outcomes
- Myths and Misconceptions
- Definitions
- Types
- Essential Components of an Assessment Plan
- Basic Steps in Implementing Assessment
- Guidelines for Good Assessment Practice
- Resources

Session Outcomes

By the end of this session participants will ...

- *develop an enhanced personal glossary of assessment terms.*
- *develop an understanding of the benefits of assessment.*
- *understand the difference between types of assessments.*
- *know the basic steps for an effective assessment plan.*

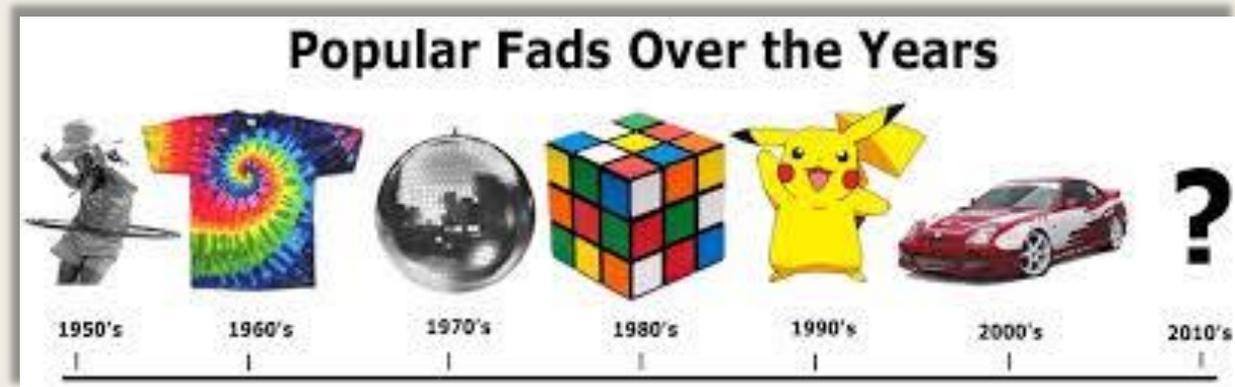
ASSESSMENT IS...

- Learning what students are learning.
 - *Are we teaching them what they are supposed to be learning? What we want them to learn? Intentionally and thoughtfully? What is it that we want them to learn? To be able to know or do? Who is our ideal student and what can we do to contribute to them becoming that person?*
- Determining if what they are learning is what we are expecting them to learn.

Assessment Myths and Misconceptions

It's a Passing Fad

- Common for over past 30 years
- Accreditation emphasis for at least 25 years
- Formal expectation of *all* regional accreditors since 2004.



It's Not My Job or Concern

- Affects student learning
- Collaborative effort
- Tool for institution-wide improvement

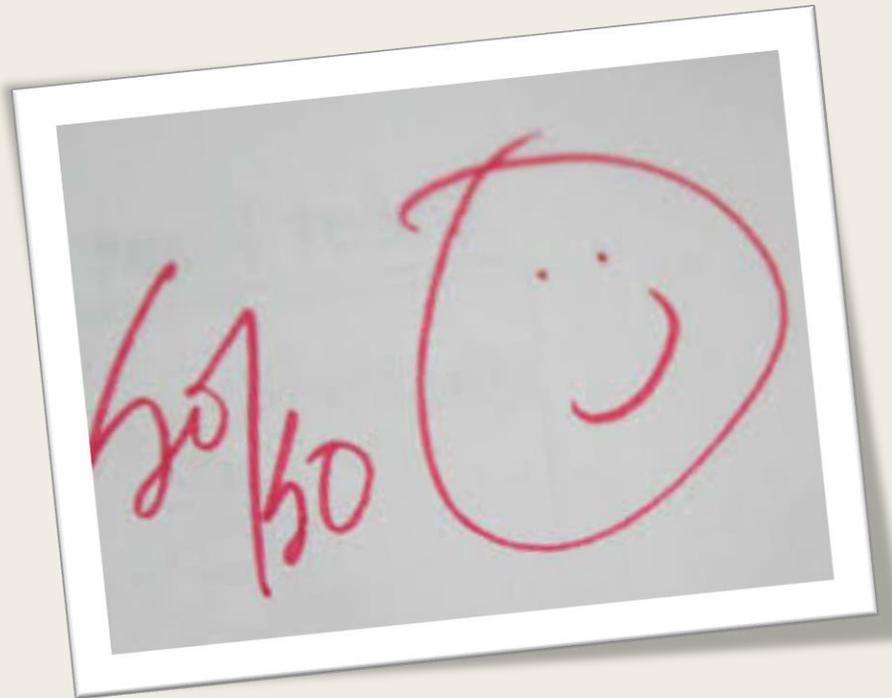


It's just about external accountability. (HLC)

- First and foremost, assessment is about improving *student learning* and advancing the university.
- Accountability
- Accreditation



I Already Assess, I Call it 'Grading'



- Desired outcomes (course, program, and institutional) may not be measured by the grading process
- An assignment or course may support multiple learning outcomes

I Don't Have the Expertise to Do Assessment

- Resources are available to assist you through all steps of assessment at Arkansas Tech University.
- The Assessment & Institutional Effectiveness staff are here to help plan assessment, develop learning outcomes, goals and objectives, conduct assessments, and analyze/use results.



Assessment Might Reveal “Bad News”



- *Doing* assessment should be an expectation of the position, but not the *results* of the assessment.
- Assessment is not about finding fault with programs, courses, or individuals. It is about aggregate data that informs student learning of outcomes. It should not be used to evaluate faculty.

BARRIERS

- Time
- Resources
- Knowledge and Skills
- Unclear “conceptual framework”
 - *Knowing the definition of assessment*
 - *Being clear on how assessment fits in on your campus*
- Trust and managing/knowing expectations

Successful Assessment for Student Affairs: A How-To Guide (p. 1)

Assessment Definitions

DEFINITIONS

A Formal Working Definition (AAHE, 1995)

- Assessment is an ongoing process aimed at understanding and improving student learning
- It involves
 - *making our expectations explicit and public;*
 - *setting appropriate criteria and high standards for learning quality;*
 - *systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and*
 - *using the results to document, explain, and improve learning and performance*

DEFINITIONS

A Glossary of Related Terms

■ *Measurement*

- *Direct vs. Indirect Measures of Learning*

■ Evaluation

- *Using assessment information to make informed judgments*

■ Assessment

- *Assessment as process, as description*

■ Other Key Terms and Distinctions

- *Goals, Objectives, Outcomes*
- *Student Learning Outcomes Assessment*
- *Program Assessment, Program Evaluation*

Assessment vs. Accountability

– An illustration

- **Outcome:** 80% of graduating seniors, who register with the Career Center, will develop effective resumes.
- **Evidence:** 83% of the resumes evaluated are rated as effective.
- **Accountability:** Met outcome criteria.
- **Assessment:** 17% of resumes are not effective – why?

Assessment Types

Broad Types of Assessment

Process Oriented

Needs Assessment

- *Measures types of services/programs students want/need*

Utilization Assessment

- *Measures who is using services, what services are being used, & when services are being used*

Satisfaction Assessment

- *Measures to what extent students are satisfied with programs/services*

Results Oriented

Outcome-Based Assessment

- *Measures to what extent stated outcomes (what students know or are able to do) are met*

Additional Types of Assessment

Comparable Institutional Assessment

- *Benchmarking, Best Practices, etc.*

Cost Effectiveness Assessment

- *Evidence that resources are well spent*

National Standards Assessment

- CAS – Council for the Advancement of Standards in Higher Education
<http://www.cas.edu/standards>
 - *44 Functional areas of SAGs (Self Assessment Guides)*

Components of an Assessment Plan

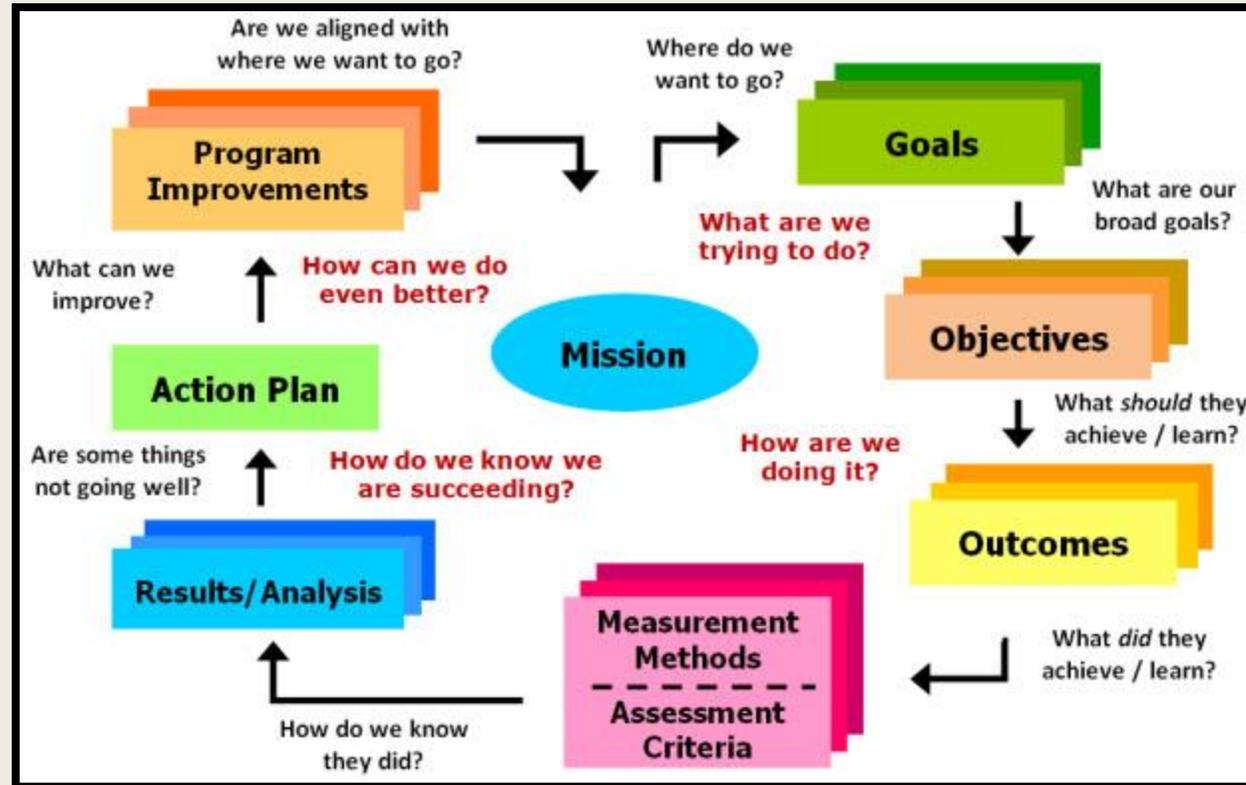
Essential Components of an Assessment Plan

- Goals, Objectives, Intended Outcomes
- Methods, Techniques, Target Groups
- Time Line
- Provisions for Administration of Plan
- Provisions for Use/Sharing of Findings
- Evaluation of the Assessment Program

Steps in an Assessment Plan

Basic Steps in Assessment

(What to do and when to do it)



1. Develop/Review mission
2. Develop outcomes & criteria for success
3. Design programs & services
4. Determine measures
5. Provide program/service
6. Collect evidence
7. Analyze evidence
8. Interpret/Share results
9. Make and implement evidence-based decisions

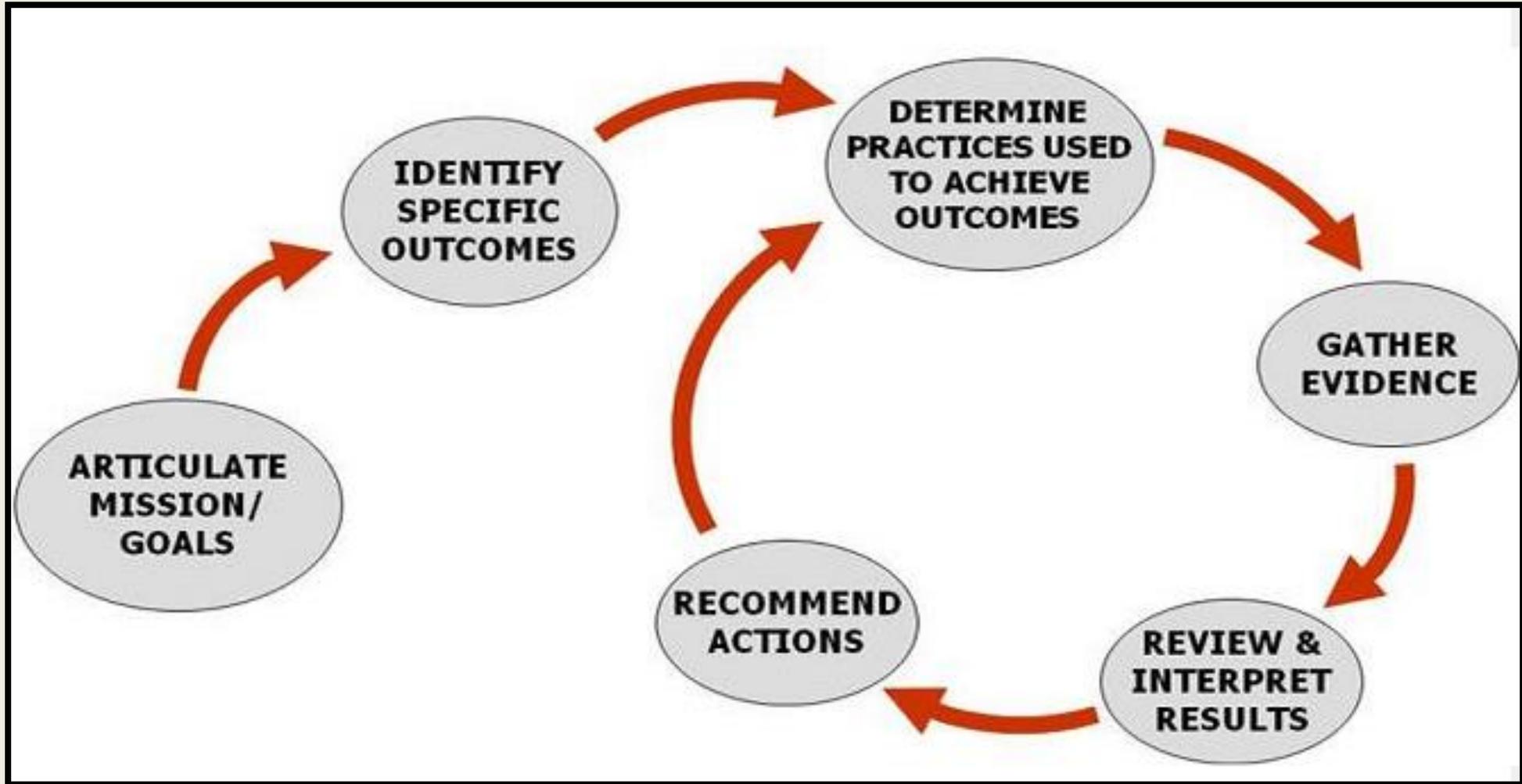
Basic Steps in Assessment:

Preliminary Questions

- What “unit(s)” are you assessing?
 - Major, minor, general education, specific area/course, program, processes
- What is the mission of the (program)?
 - Catalog lists institutional mission and goals
 - Catalog may reveal *program* mission and goals
 - Consult specific national organization
 - Consult with program colleagues
- Who is your audience? How will findings be used?
 - HLC, Faculty ,Staff, Parents, Students, Committee



CONNECTING the Loop



Guidelines for Good Assessment Practice

Design With the End in Mind

Why/
What

- Why do you have your program or service?
- What do you hope to occur in student learning and development as a result of your programs/services and your efforts?
- What activities occur in your program/services that will allow for the changes you hoped?

Who

- Who participates? Who benefits by what you do?
- Who needs to be informed about the outcomes of your program/service?

How

- How will you measure changes and the impact of your programs/services? i.e., surveys, checklists, interviews
- How will you use the information that you collected?

When/Where

- When and where will you measure the changes you hoped for? e.g., before, during, or after program and services

How to be Successful in Your Assessment Efforts

- Focus on the end result or purpose (Start with the end in mind)
- Understand, and believe (truly believe), that it is a process, not a project
- Intentionally plan for continuous improvement
- Make it everyone's concern
- **ALLOW FOR BOTH RISKS AND FAILURES**
 - *The closer to “perfection” you portray yourself to be, the closer they pay attention and dig for the dirt.*

The Perfect Assessment Does Not Exist

Assessment Resources

Need Help?

On Which Topic(s)?: Check all that apply

- *Involving/Motivating Faculty, Staff, and/or Students*
- *Developing Broad Program Purposes and Goals*
- *Developing Objectives and Intended Learning Outcomes*
- *Methods of Assessment and Criteria for Success*
 - General Guidelines For Selecting Measures
 - Strengths and Weaknesses of Various Methods
 - Choice & Implementation of a Specific Method
- *Analysis and Interpretation of Assessment Findings*
- *Means of Reporting and Using Assessment Information*
- *Other (Development of Timelines, Administrative Provisions)*
- *Optional (Name or Program)*

RESOURCES

- www.atu.edu/assessment
- <http://www.learningoutcomesassessment.org/>
- www.aacu.org

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Reflections on Assessment – Fort Lewis College

<https://youtu.be/rfY-aJN9Ank?list=PLjoGOKpG-nikPhHpoX3H9cOKUVwikZCJ8>

<https://youtu.be/rjrfnSBYEhY>