Assessment 101

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Director
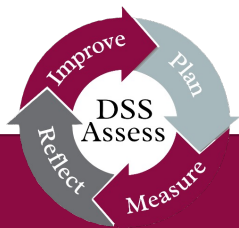Student Involvement and Leadership Programs

Reflection in Action

- **What?** Describe a significant experience that you had this past academic year. What did you learn? Where did you learn it? How did you learn it?

- **So What?** Why does it matter? To whom or what is it significant?

- **Now What?** How will you apply what you have learned in future contexts? What will you do differently based on what you have learned?

Cycle of Assessment

Review Assessment Results (again)

Review Previous Assessment Results

Determine the Purpose

Plan and Prepare

Create Assessment

Deliver and Administer

Improve

Plan

Reflect

Measure

DSS Assess

Why do we do ASSESSMENT ?

"The question is not *what did you offer?*, but *how are students different as a result of engaging in it?*"

– Schuh et. al., 2016, p. 78)

Determine the Purpose and Maintain Focus

- What is the goal for the department or office? What is the goal for the program? Why are you having the training/workshop/event?

- What do you want the audience to know, be able to do, or feel at the conclusion of the program?

- What do you know from previous training programs based on the assessment results?
  - If the assessment was done well, you should be able to know how effective the program was and what worked well or didn't work so well.
  - It can be helpful to look at assessment results for 2 years to see if changes were made and how that impacted the results.

- In answering these questions, you will be establishing your learning outcomes for your program and ensuring that your tasks align with the mission and purpose of your area!
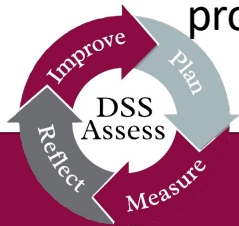
Learning outcomes are what *participants* are expected to *demonstrate* in terms of knowledge, skills, and attitudes upon completion of a program, course, or activity.
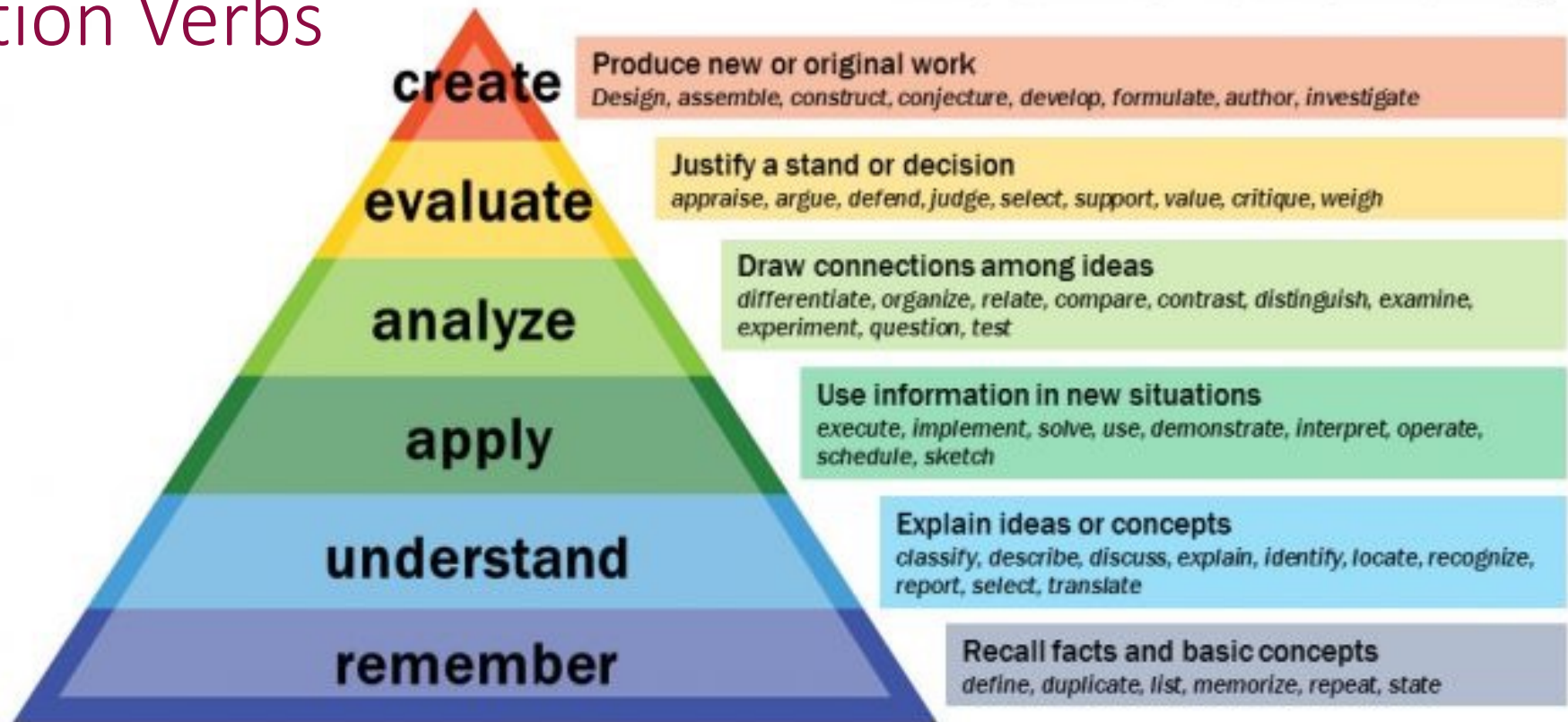
Writing Learning Outcomes

- Defined: An identified action that a student is expected to demonstrate in terms of knowledge, skills, and/or attitudes upon completion of a program.

- May encompass cognitive skills, performance skills, and affective skills.

- Formula:
  - **<Someone>** will be able to **<action verb>** **<something>** following **<experience>.**

Action Verbs

Bloom's Taxonomy

create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Vanderbilt University Center for Teaching

DSS Assess — Improve, Plan, Measure, Reflect

Learning Outcomes Should:

- Be measureable and/or observable (within your control)
- Be meaningful (focus on important concepts)
- Be manageable (you don't have to measure everything all the time)
- Focus on the end result
- Be discrete statements
  - One concept/outcome per statement
  - Avoid using "and"

The ABC's of Learning Outcomes

- Audience – Who is doing it?

- Behavior – What are they doing?

- Condition – When will they do it?

- Degree – How will you know they did it?

<Someone> will be able to **<action verb> <something>** following **<experience>.**

Example of a Learning Outcome

Condition

By participating in the leadership workshop,

Behavior (in future tense)

students will demonstrate three of the five

Audience   *Degree*

leadership criteria as stated in Kouzes and

Posner's *The Leadership Challenge*.

Not All Learning Outcomes Are Created Equal

Compare these two:

Student employees will be exposed to the principles of risk management.

At the completion of orientation week, Indoor Climbing Facility Staff will be able to verbally articulate the three layers of risk management without error.

Learning Outcomes Activity

- Learning Outcomes v. Program Outcomes: A part of the journey to achieving goals is developing learning outcomes and program outcomes.
  - Learning Outcomes are what you hope the participants attending your program gain from their experience.
  - Program Outcomes are the end result you hope your program achieves or accomplishes.

- Activity: As a group develop at least 3 learning outcomes and program outcomes for the scenario given on the sheet.

Creating Assessments

- Planning your assessment needs to happen <u>before</u> the program – not as an after-thought.

- Assessing your program informs you if the learning outcomes were met and if the audience learned what you wanted them to learn.

- How we ask our questions makes a HUGE difference!

- There are several factors to consider in deciding the type of assessment to conduct:
  - Survey types – pre- and post-tests, satisfaction, and experience outcomes
  - Electronic vs. paper – typically you'll want to use the one that will give you the highest return rate
  - Observation – great way to learn about satisfaction or logistics…plan time to debrief as a staff afterwards!

Improve Plan
DSS Assess
Reflect Measure

Types of Assessment

- Participation Surveys

- Rubrics

- Learning Contracts

- Photography and reflection

- Observations with documentation

- Reflective conversations

- Reflective writing ("1 minute paper")

- Participant Interviews

- Exit Interviews

Challenges with Assessment

You have to find the right tool for your group/event

Work within the realm you are comfortable, don't be afraid to try new tools

Overcoming Obstacles – Discuss at your Table

- Answer these questions:
  - What are the potential challenges with assessment?
  - What are some intentional ways to overcome these challenges?
    - Give three suggestions/examples of building assessment and/or reflective questions into your work over the course of a year.

- Report out to the group at large

Overcoming Barriers to Assessment

- Work with a core group of people committed to assessment
- Focus on the contributing to the institutional direction
- Do what you can when you can
- Just Do It!

After the ASSESSMENT

Review Assessment Results

- Get an initial sense of the results by glancing at them

- Run analysis and look at what they are telling you

- Look at the strengths and areas for improvement

- Look at the results and how can you use that feedback immediately with future programs and events (even on different topics)

- Look at if your learning outcomes were met…if not, you may need to revisit the topics with the audience

- What did you personally learn through this process?
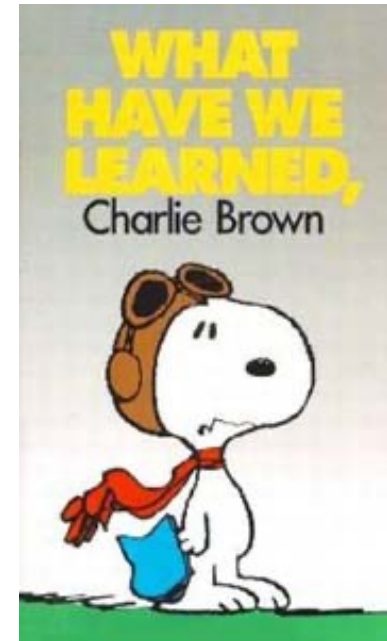
Success is not measured by what one brings, but rather by what one leaves. - Unknown

Time for a break ☺