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# Assessment 101

— January 4, 2024 —

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# Learning Outcomes

- Participants will be able to define the definition of assessment, what it means at Utica University, and why it is important.
- Participants will be able to identify various types of assessment methods.
- Participants will be able to identify the various steps in the assessment cycle.
- Participants will be able to understand the various elements of an assessment plan.
- Participants will be able to identify their role in their department's assessment processes.

# Group Activity!



# What is Assessment?

[Co-Curricular Assessment Committee Website](#) & [COCA Assessment Course](#)

Assessment is a systematic inquiry into what students are learning

- . . . [it] includes research, data gathering, data analysis, and evaluation (Erwin, 2002; Palomba & Banta, 1999)

# Why Do We Do Assessment?

## Useful Feedback

Identify strengths, address weaknesses, and make informed decisions to improve education quality.

## Inform Decisions

Data-Driven insights to help guide enhancing educational effectiveness and student outcomes.

## Tell Our Story

Highlight student learning, showcase achievements, and pinpoint areas for improvement

# What is Co-Ca?

The Co-Curricular Assessment Committee (Co-CA) is responsible for guiding and reviewing department-level assessment processes in the co-curricular units and student support operations. This committee is also responsible for measuring the institution's compliance with relevant criteria related to MSCHE accreditation Standards IV and V.

Members:

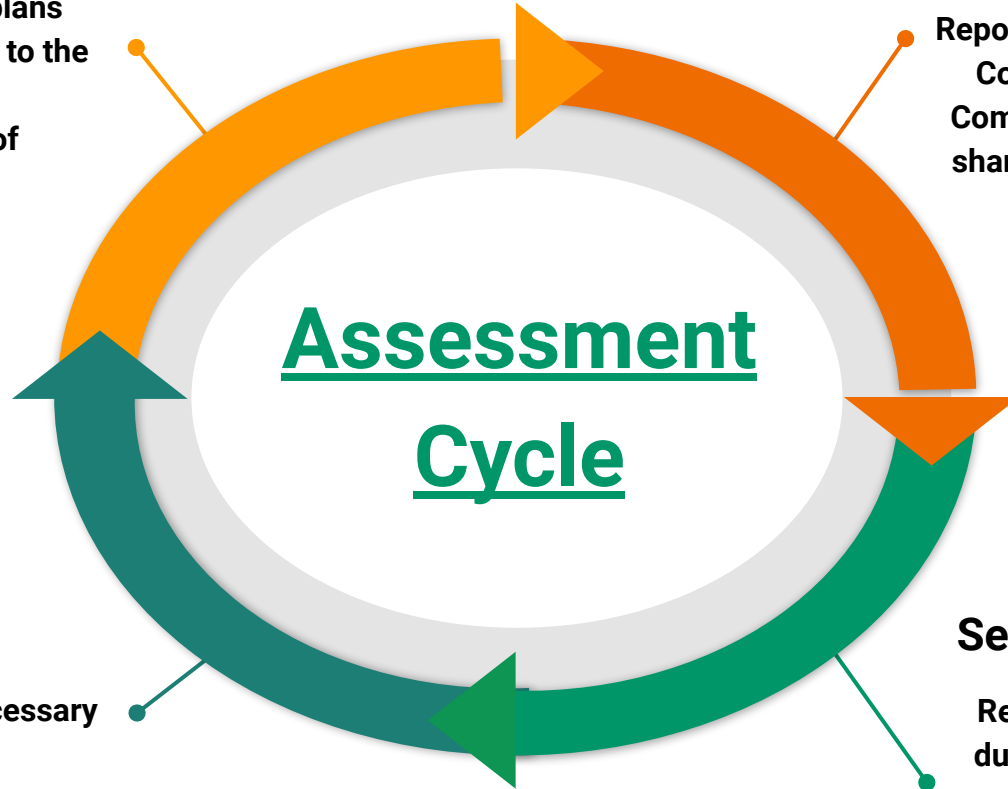
Ann Damiano (Committee Chair)		Marissa Hall
Susan Johnston	Kailea Murray	Kristin St.Hilaire

**June 30**

Assessment reports & plans completed and submitted to the VP for Institutional Effectiveness/Dean of Assessment

**July/August**

Reports & plans reviewed by the Co-Curricular Assessment Committee (Co-CA). Feedback shared with each department.



**January**

Mid-year review, as necessary

**September**

Revisions or follow-up reports due to the Co-CA. Assessment plans implemented for the current cycle.

# Elements of an Assessment Plan

## Mission Statement

Articulates what the department does, who it serves, and how it supports the institution's mission.

## Goals

Identifies what the department aims to achieve to support its mission and what learning students will achieve who use a department's services or are part of the department's operation.

## Assessment Methods

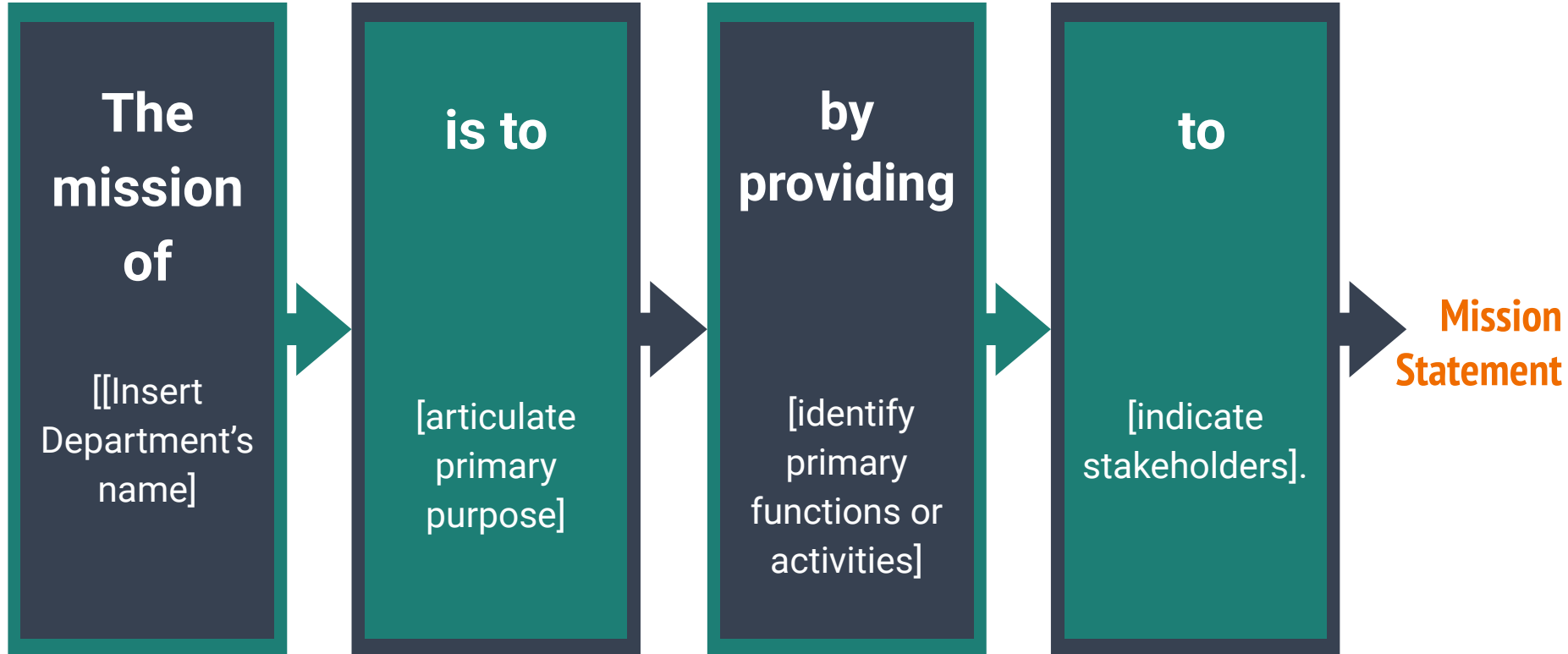
The instruments used to measure operational and student learning goals.



# Mission Statement

A mission statement is a brief description of the department's purpose. It articulates what the department does, who it serves, and how it supports the institutional mission. If applicable, stakeholders that benefit from the department's work should also be included in the mission statement. (this is especially important for those operations that serve a specific constituency, such as students, faculty, alumni, or donors)

# Writing a Mission Statement



# Student Living and Campus Engagement Mission

The Office of Student Living and Campus Engagement provides services, entertainment, education and opportunities that will enrich students' residential and co-curricular experiences at Utica University. Through social and educational efforts, the office impacts student persistence while developing individuals that will make meaningful contributions to Utica University and their future communities.

# TRIO Mission

TRIO Student Support Services (SSS) at Utica University aims to empower students to be the best version of themselves, encourage students to believe in their goals and aspirations, and motivates them to complete a degree. TRIO SSS promotes student persistence, good academic standing, degree completion.

The program serves 140 students that are low-income, first-generation and/or students with disabilities.

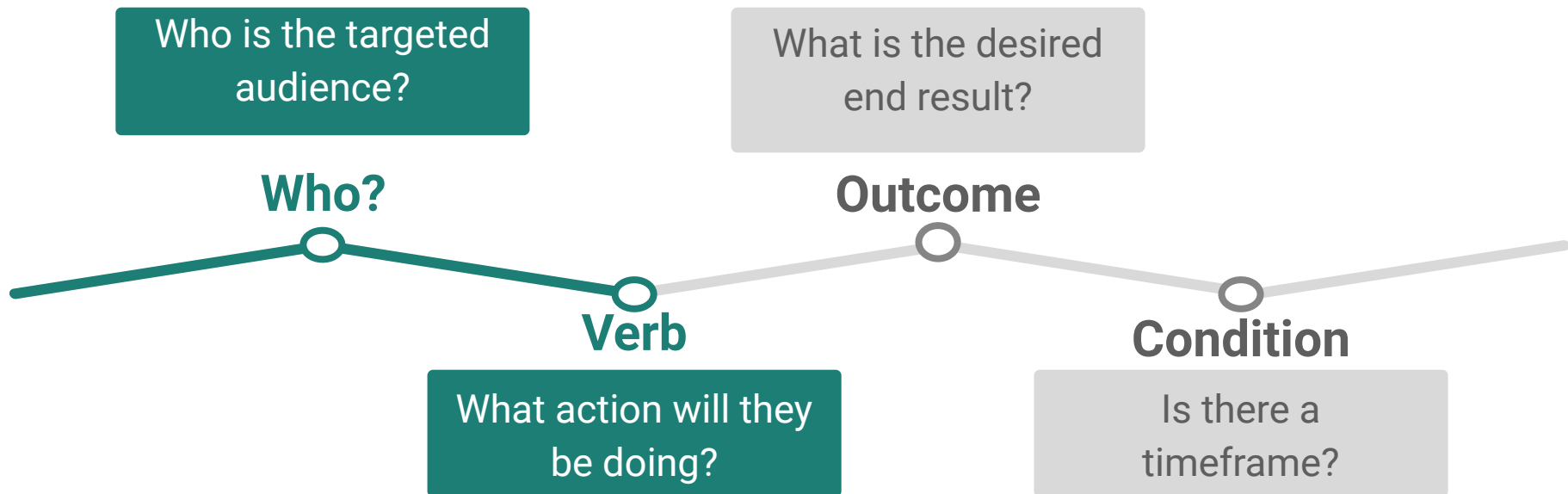
# What Is Your Department's Mission?

- What are your thoughts on your office's current mission statement?

# Student Learning Goals

How will students change; what is the impact of

By the end of this program students will .... (think, feel, do differently)



# Student Goals and Performance Goals

- Some offices may also focus on performance based goals instead of student learning goals.
- For example, Student Living uses some metrics such as completion of the housing selection process, completion of move-in day requirements, and compliance with fire safety policies as student indicators.
- TRIO SSS focuses on persistence toward graduation as one of their performance goals.

# Student Learning Goals/ Performance Goals- Practice!

PAIR SHARE: What are some quick examples of a student learning goals or performance goals you can identify from your area?



# Operational Goals

- Operational goals are statements identifying what the department hopes to achieve. Expected outcomes, explicit in goal statements, indicate what success looks like or what the department aspires to.
- Focus on overall bigger picture and not action items.
- The goal is the reason why one performs the action!

## Operational Goals- Yes or No?

- The Office of \_\_\_\_\_ will hire an Assistant Director.
- The Office of \_\_\_\_\_ will staff their office with an adequate amount of staff members that are trained in appropriate areas of expertise.
- The Office of \_\_\_\_\_ will provide a student centered experience.
- The Office of \_\_\_\_\_ will change the aesthetic appearance of their lobby.

# Types of Assessment Methods

Measuring student learning and operational effectiveness

Indirect assessment - reflect students' perspective of what they learned or what they probable learned

- Signs that students are *probably* learning or a service, process, or procedure is *probably* effective. Also, measure of perception or reactions

Indirect Assessment Examples:

Surveys	Focus Groups	Interviews
Satisfaction Ratings	Student success rates (retention, graduation rates)	

# Types of Assessment Methods

Measuring student learning and operational effectiveness

Direct assessment - provide clear evidence of what students have and have not learned

- Tangible, visible, self-explanatory evidence of exactly what students have learned or how effective a service, process, or procedure is.

Direct Assessment Examples:

Pre/Post Assessments	Rubrics measuring the quality of performance
Portfolios	Student Reflections

# Types of Assessment Methods

The method of gathering information to support (guide) the assessment process

- Quantitative Methods - emphasize objective measurements and numerical analysis of data
- Qualitative Methods - analyzes non-numerical data, such as language, to determine thematic patterns
- Mixed methods

# Presenting Findings

- Assessment findings should be presented in a way that specifically indicates where performance is effective and where it might be strengthened. A lack of specificity will not produce findings that are useful or meaningful.
- Good assessment identifies patterns and trends. Reporting findings from a specific experience or assessment cycle does not yield meaningful insights. Results should be analyzed with respect to the targets established by the department that define "success" or benchmarked with data from peer groups, other assessment cycles, or "industry standards."
- Whoever conducted the assessment must own the interpretation of the findings!

# Sharing Results

## Susan's Top One

- Tell *the* story! Help narrate a credible story about what we offer, how successful we are, and how successful our students are

Share with all constituents - include faculty, staff, administrators, alumni, parents, accreditors, employers, and students

## **Your Role in Your Department**

What do you think your role in your department's assessment processes will be?

What are your action steps after leaving this workshop?



**Thank You For Attending!**

**Questions, Comments, Concerns?**