Gearing Up For AY 2014/2015

September 4, 2014
UCSD Student Affairs Assessment

Outcomes

By the end of today’s session, you will
• Be able to list the characteristics of good assessment planning
• Start a draft assessment plan
Why do we assess?

My question is: Are we making an impact?

What is assessment?

The **SYSTEMATIC** collection, review, and **USE** of information about education programs and support units undertaken for the purpose of **IMPROVING** student learning and development.

Palumbo & Banta, 1999
emphasis added
How do we assess?

1. Define Outcomes
2. Align Experiences & Outcomes
3. Collect & Analyze Evidence
4. Interpret Results
5. Use Results

Week 1: Define Outcomes
Week 2: Align Experiences & Outcomes
Week 3: Collect & Analyze Evidence

Why plan?
Planning Steps

1. Choose an outcome
2. Identify evidence collection opportunities
3. Choose evidence collection method
4. Determine analysis strategy
5. Create a time line
Tips

Choose outcomes that are
• Meaningful to you & your colleagues
• Aligned upward

Identify opportunities

<table>
<thead>
<tr>
<th>Unit Outcome 1</th>
<th>Program/Service 1</th>
<th>Program/Service 2</th>
<th>Program/Service 3</th>
<th>Measures</th>
</tr>
</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>Unit Outcome 2</th>
<th>Program/Service 1</th>
<th>Program/Service 2</th>
<th>Measures</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Unit Outcome 3</th>
<th>Program/Service 1</th>
<th>Measures</th>
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<tbody>
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</table>
Choose collection method

<table>
<thead>
<tr>
<th>If you want to collect evidence on...</th>
<th>Consider using...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge, understanding, or skill in application and analysis (<em>Know</em>)</td>
<td>Quiz/test, poster, paper/essay or concept map</td>
</tr>
<tr>
<td>Skills or behaviors (<em>Do</em>)</td>
<td>Performance rubric or observation check list</td>
</tr>
<tr>
<td>Attitudes, dispositions, beliefs or habits of mind (<em>Value</em>)</td>
<td>Reflective writing, focus groups, interviews or surveys</td>
</tr>
<tr>
<td>Satisfaction or perceptions</td>
<td>Surveys, focus groups or interviews</td>
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<tr>
<td>Usage or levels of participation</td>
<td>Tracking data</td>
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</table>

Tips

A good evidence collection method

• Addresses the outcome
• Effective, efficient, and feasible
• Provides useful and actionable data
### Analysis Strategy

<table>
<thead>
<tr>
<th>If you collected evidence with a...</th>
<th>Consider using...</th>
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</thead>
<tbody>
<tr>
<td>Quiz/Test</td>
<td>Answer key</td>
</tr>
<tr>
<td>Poster, paper/essay, concept map, reflective writing</td>
<td>Rubric, checklist or content analysis</td>
</tr>
<tr>
<td>Focus groups or interviews</td>
<td>Content analysis</td>
</tr>
<tr>
<td>Surveys</td>
<td>Baseline analytics</td>
</tr>
<tr>
<td>Usage or levels of participation</td>
<td>Tracking software, Excel</td>
</tr>
</tbody>
</table>

### Tips

- Collect evidence over several quarters
- Consider a random sample
- Keep it manageable and meaningful
Create a Timeline

Allow for time to
• Discuss results with colleagues
• Create an action plan
• Submit report in Compliance Assist

Your Turn

• Draft your 2014/2015 plan
• Share with your tablemates
Recap

Good assessment planning is:

Systematic

Meaningful

Manageable

Sustainable

Leads to improvement

Assessment Summer Camp Recap

• Rolling up and rolling out
• Treasure mapping
• Treasure hunting tools
• Planning for treasure hunting success
Questions?

Thank you!

Please complete an evaluation and leave it on the table.

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