Aspirations and Accountability for Student Affairs Assessment

Dr. Joseph D. Levy

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All About Me

- Academic
  - BA in English
  - MS in Student Affairs
  - EdD in Higher Education Leadership
- Professional
  - Student Affairs
  - Assessment, evaluation, accreditation
  - Consultant for EdTech
  - NILOA Coach
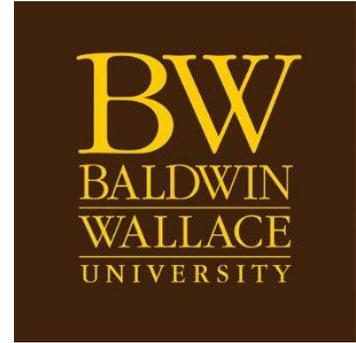
Session Structure

Reflect on the **assessment landscape**

Exploring **assessment engagement**

Student Affairs **Examples**

Remind us of **responsibility**

Conclusion/Q&A

Landscape Level-Setting

Quick Level Setting

Is assessment like research? Evaluation? Or...

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Assessment

Evaluation

Research

Enga[...]
student[...]
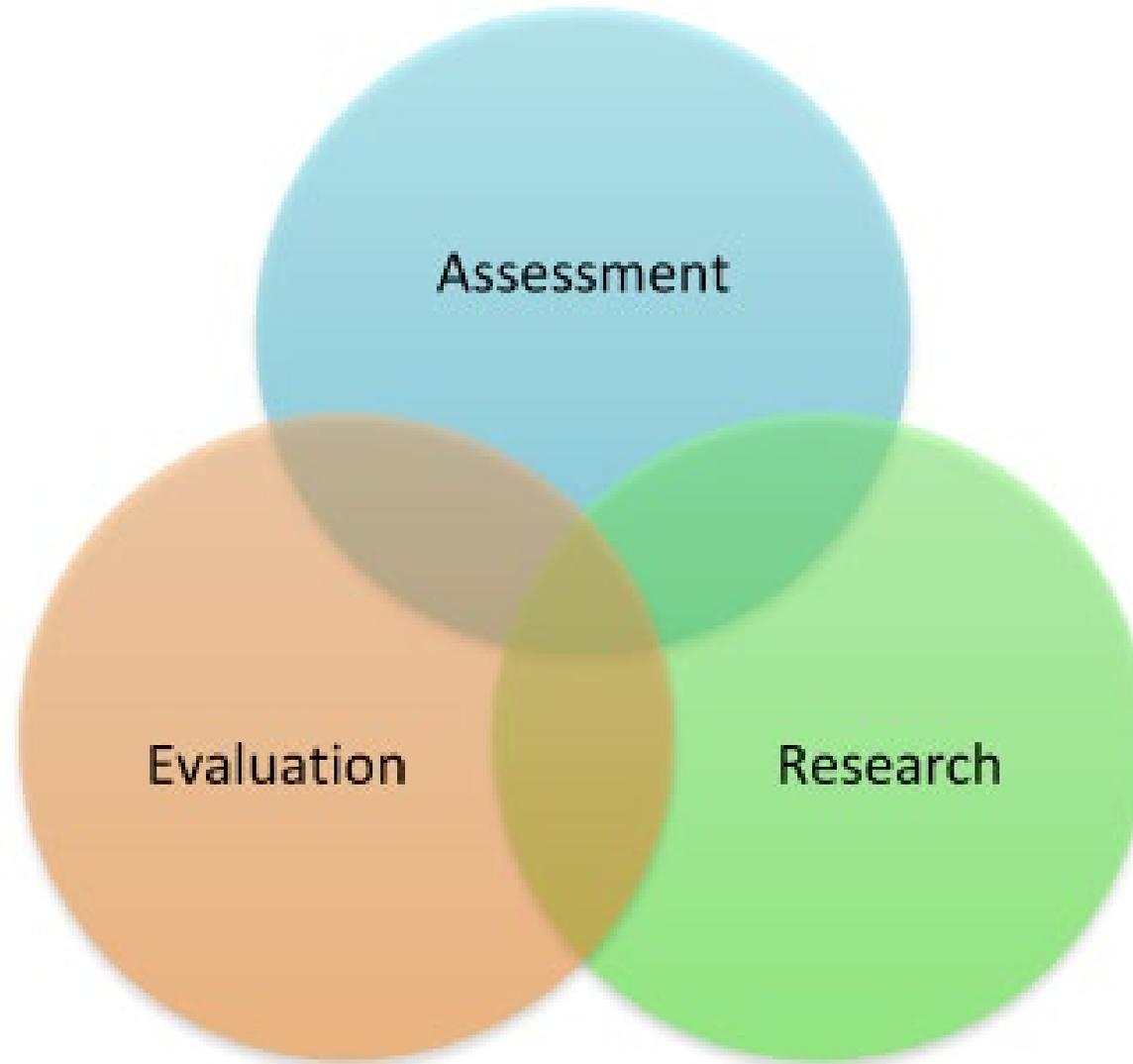
[...]asuring
[...]terment.

Intention vs. Outcome

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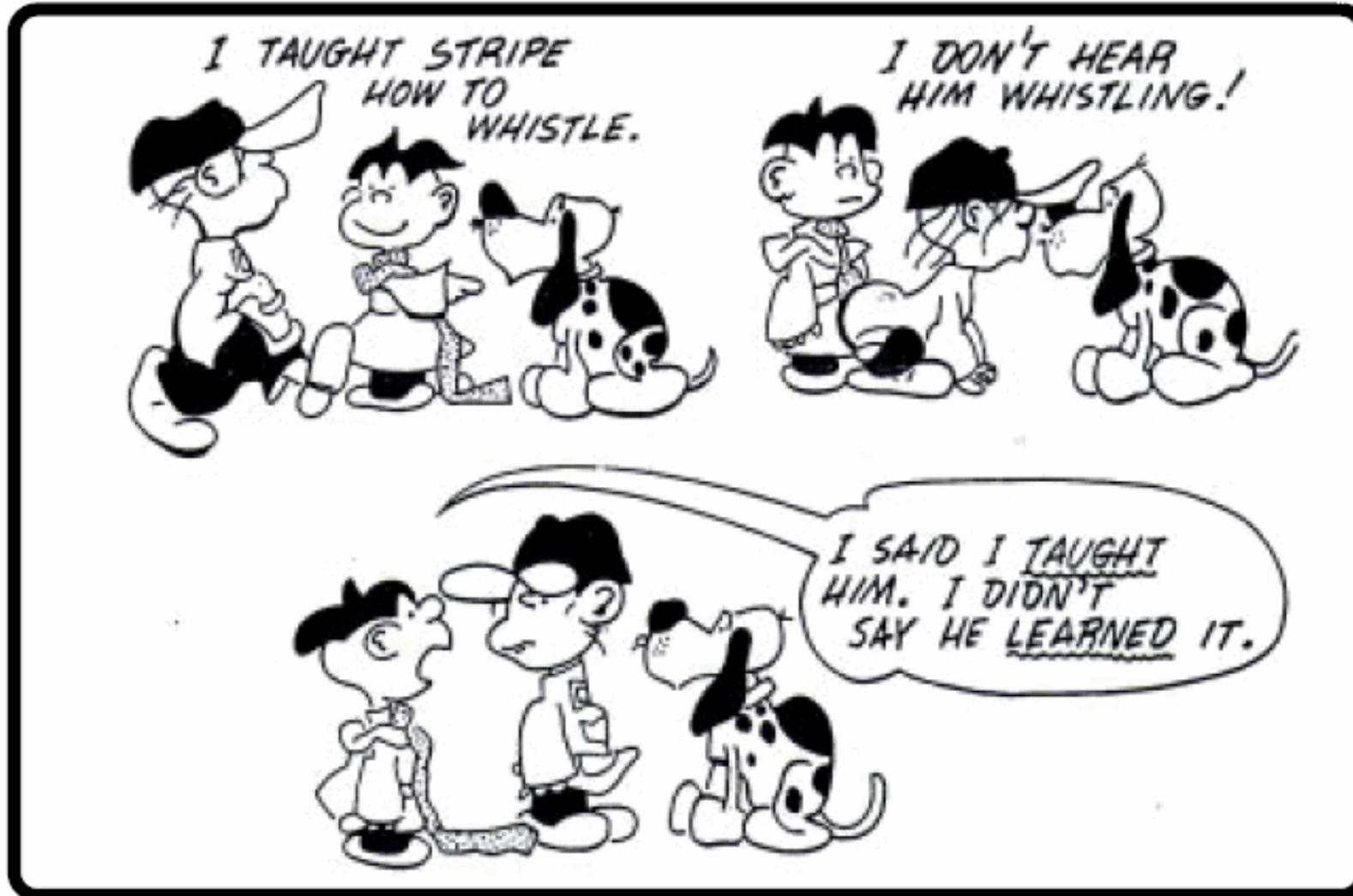
Hard to push back on these...

How can we be better **stewards of resources**?

How can we **improve quality** where necessary?

Are we providing needed **support for student success**?

How can we **articulate what we do** to outside parties?

What are students **learning**?

What Assessment Should Be

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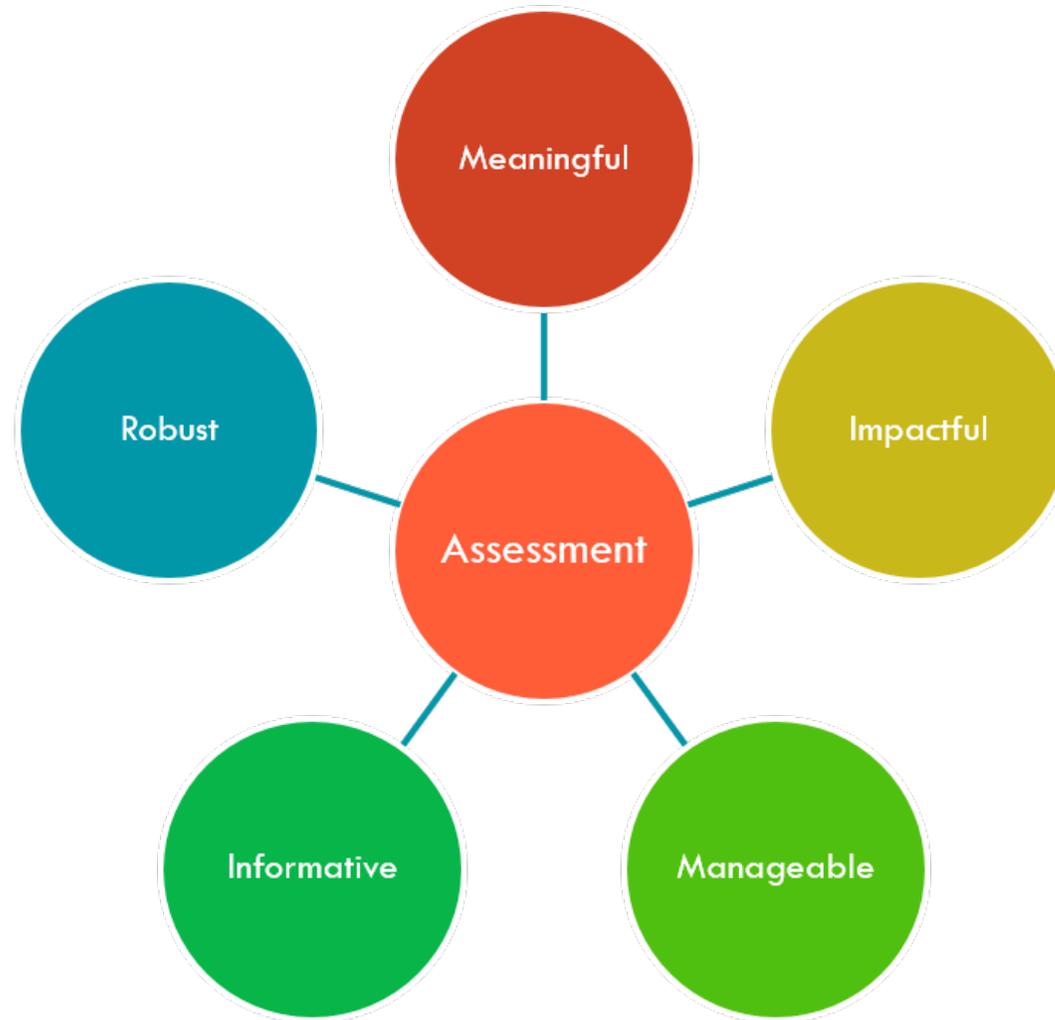
What Assessment Should Look Like
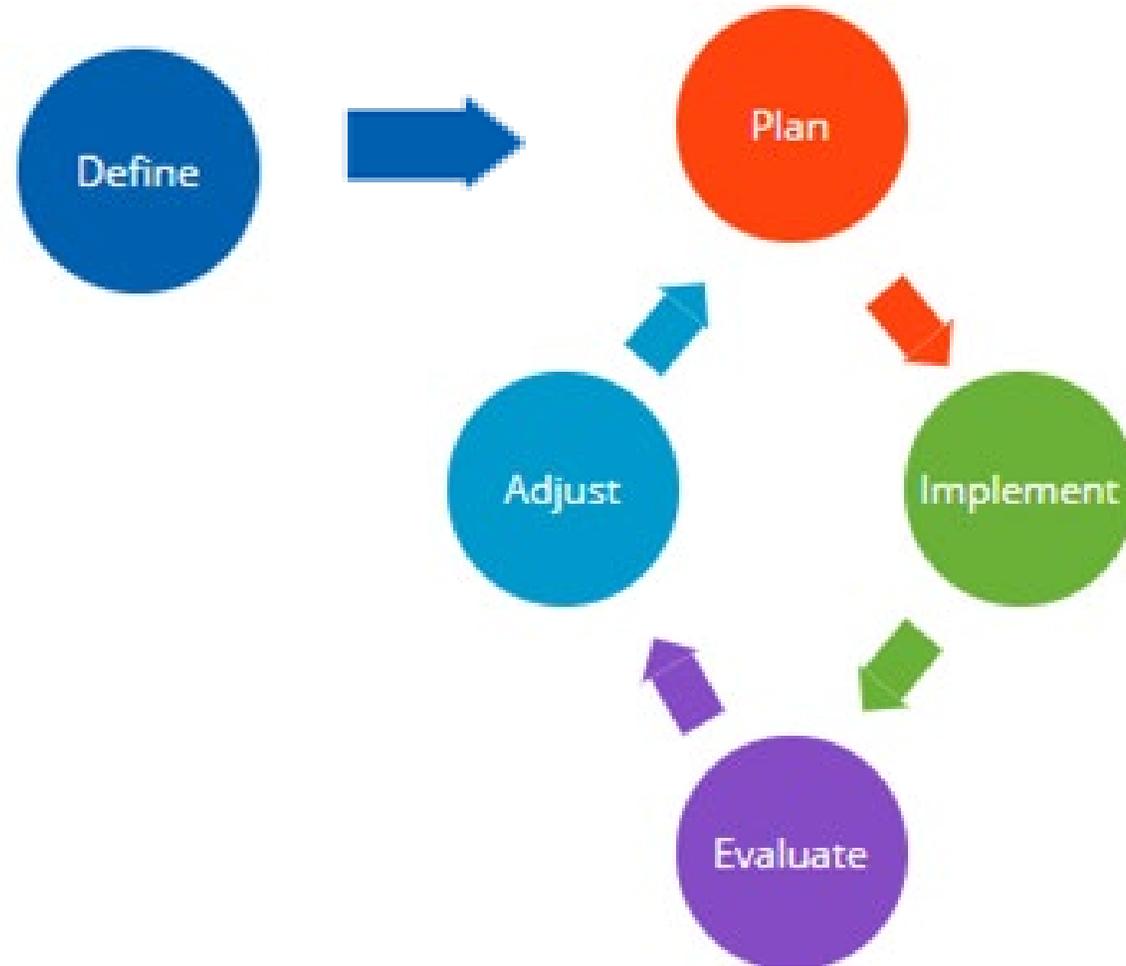
Joe's Definition of Co-Curricular/Student Affairs

Passive or active efforts beyond the formal academic curriculum designed to **support** student experience or **enhance** learning. These efforts exist to educate and support the development of the whole student.

Academic

Interventions

» Courses
» Capstone projects
» Academic documents

Purposeful content

» Courses
» Capstone projects

Integrated measures

» Quizzes, tests, papers, projects
» Surveys and evaluations

Co-curricular

Interventions

» Advising
» Workshops & activities
» Support and resource documents

Purposeful content

» Varies by area and intervention
» May or may not relate to classroom

Integrated measures

» Varies by area and intervention
» May include survey, rubric, and observation

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Assessment Landscape

Assessment Pressures

Inequity in learning achievement exists but it doesn't have to.

"M... and the ... ble."

Don't just stand there!
Do something!

Exploring Assessment Engagement

Does this sound familiar?

Do not think you impact student learning

Lack of stated learning outcomes

No systematic approach to data collection

Lack of formal reports with data

Unable to quantify educational impact of area

More than Operations

Operational Objectives	Learning Outcomes
Quality	Actions
Satisfaction	Behavior
Needs	Knowledge
Usage	Skills

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Fitting in assessment

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Existing Alignment

Intervention description	Connection to POs/SLOs
Individual student appointments-short surveys focused on collecting student satisfaction data on services related to career counseling or job search prep.	PO 1, PO 2, SLO 1, SLO 2, SLO 3, SLO 5
Job Fairs-Track the number of students attending three annual job fairs.	PO 3, SLO 4
Presentations and workshops that are in person or virtual.	PO 2, PO 4, SLO 1, SLO 2, SLO 3
Employer Information Sessions	PO 3, PO 4, SLO 2, SLO 4
Job Search and Career Readiness Assistance (Resume and Cover Letter Review, Interview Prep)	PO 2, SLO 2, SLO 3, SLO 5

Co-Curricular Learning Outcomes Map (2019-2020)

SAINT PAUL COLLEGE — A Community & Technical College

Key:
X = Assessed

Co-Curricular Learning Outcomes (CCLOs)	Academic Support - ADR / CLO Rubric - ASL Interpreting	Academic Support - Library / CLO Rubrics - Student Employment	Academic Support - Tutoring / CLO Rubric - Student Tutors	Career Services / Signature Rubric - Resume Reviews / Qualtrics Survey - Networking Workshop	Concurrent Enrollment / Qualtrics Survey - Credit Transfer	Counseling / CLO Rubric - Counseling Appointments	Financial Aid / CLO Rubric - Student Employment	Gender-based Violence Prevention / D2L Quiz - Violence Prevention Training	One Stop / Qualtrics Survey - Drop-in Advising	Pathway Advising / EAB Advising Appointment Summary / Qualtrics Survey - EAP Advising Day	Power of You & Make it Count / EAB Advising Appointment Summary / CLO Rubric - Power of You Mentors	Student Life & Diversity / CLO Rubric - Student Leadership	Student Records / Qualtrics Survey - Military VA Benefits	Student Rights & Responsibilities / CLO Rubric - Conduct Appointments	Title III / Qualtrics Surveys - Cohort Workshops	TRiO Student Support Services / EAB Advising Appointment Summary / CLO Rubric - Individualized Success Plans
Community Involvement: Students will be able to build community through involvement outside the classroom.								X	X			X			X	
Critical Thinking: Students will be able to make informed decisions through critical thinking.						X		X	X	X	X			X	X	X
Communication: Students will be able to communicate clearly in a variety of settings.	X	X		X					X						X	
Navigating Processes: Students will be able to use resources to navigate processes.		X		X	X		X	X	X	X	X			X		X
Goal Setting: Students will be able to reach their goals.			X						X	X	X				X	X

College Learning Outcomes (CLOs)

Use of a CLO Rubric as the assessment method is indicated in the CCLO map above by one of the following graphics associated with each CLO.

Global Citizenship & Civic Responsibility: Students exercise civic responsibility with a global or local perspective, fostering a culture of belonging, collaboration and mutual respect.

Creative & Critical Thinking: Student demonstrate creative and critical thinking skills through qualitative or quantitative methods.

Communication: Students demonstrate effective communication through a variety of context or modes.

Information & Technology Literacy: Students apply relevant information or technology to solve problems.

Personal Responsibility & Life Skills: Students practice personal responsibility and life skills that allow them to thrive in society.

Formalize your plan
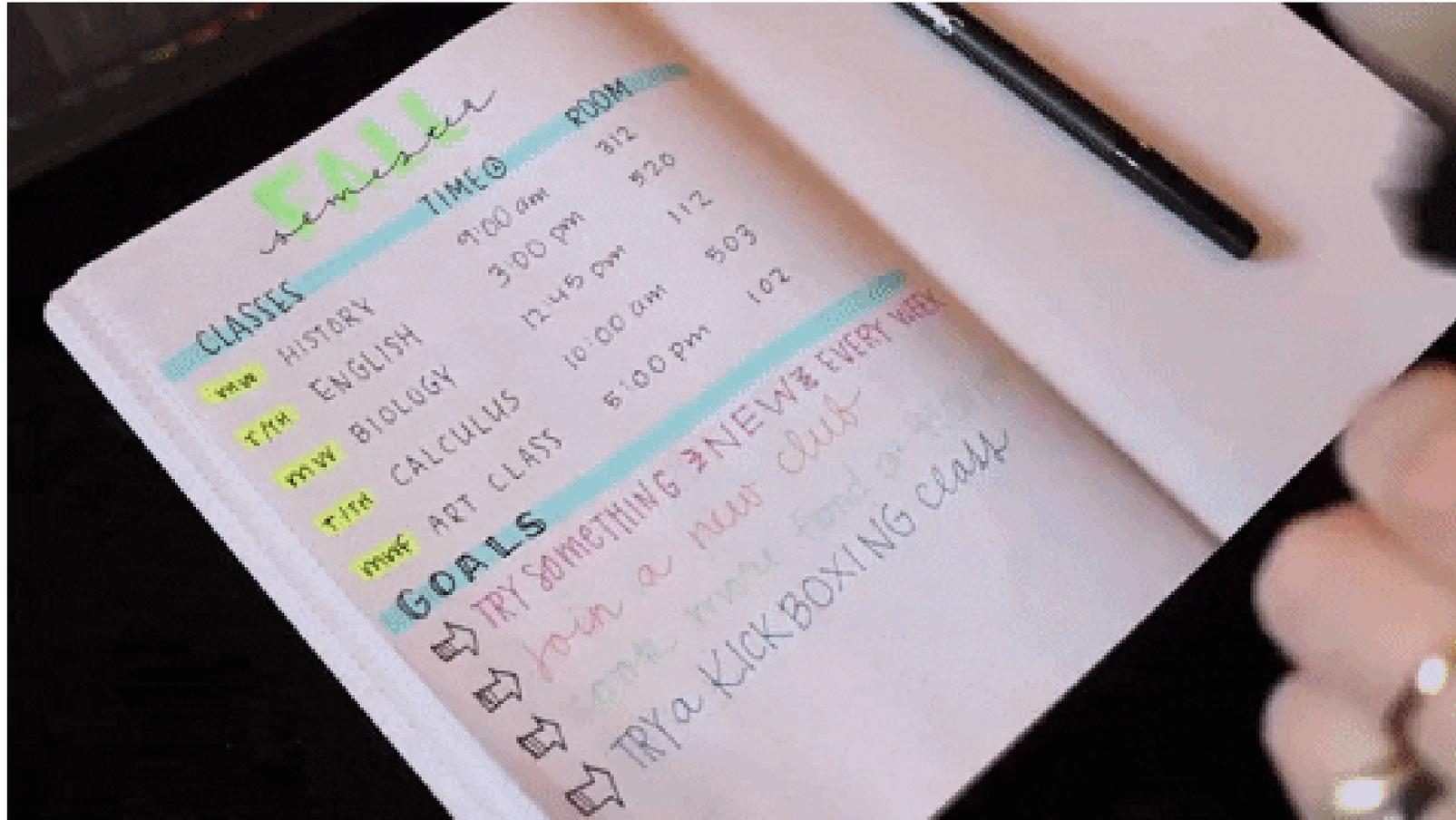
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Intentionally Select Your Methods

C • Consider your purpose

R • Review past efforts

E • Evaluate methods for appropriateness

A • Account for resources and logistics

T • Test draft of design

E • Ensure purpose is satisfied

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Beyond Surveys

- Interviews
- Document analysis
- Observation
- Focus groups
- Posters & presentations
- Tests, exams, quizzes
- One-minute assessments
- Peer evaluations
- Visual methods

- Reflection papers
- Pre/post instruments
- Portfolios
- Written papers & projects
- Quasi-experiments
- Tracking system
- Rubrics
- Case studies

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Set targets/success criteria

ME WHEN PEOPLE SET TARGETS

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Process

Analysis

Interpretation

+ Intended Actions
_____
Report

Take action

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Barriers Exist
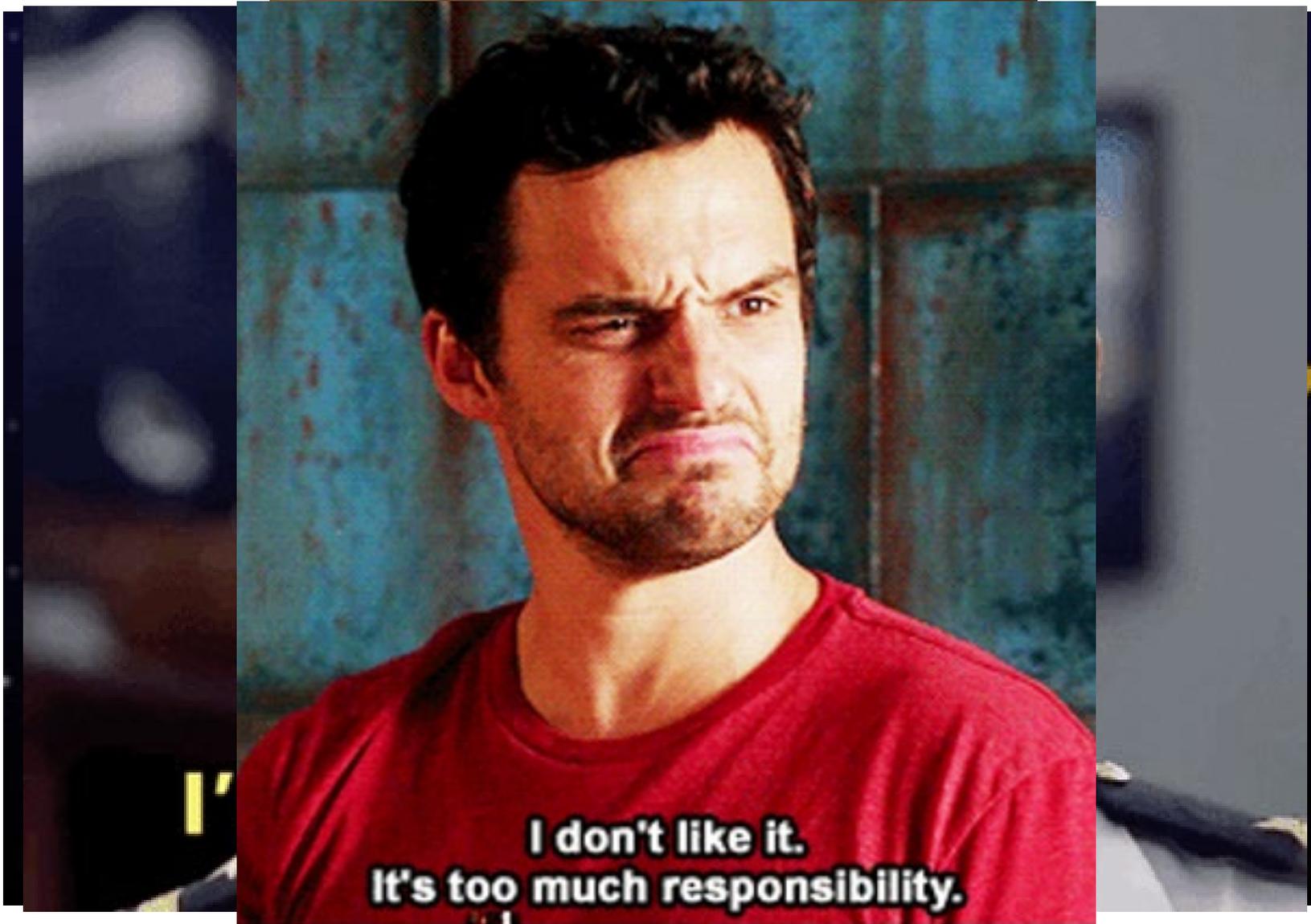
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Student Affairs Examples

Individual Appointment/Intervention Areas

Enrollment, Advising, Career Services, Counseling, Conduct, Disability Services, Identify-based centers/services, Student Finance

- Observation and self-reflection rubrics
- Reflection papers
- Document review (resume, cover letter, application)
- Analysis of student behavior (responsible borrowing, applications)
- Surveys

Student Engagement/Leadership, Fraternity & Sorority Life, Civic Engagement/Service Learning, DEI/Multi-cultural programming

- Reflection papers
- Award applications/document review
- Observation, peer, and self-reflection rubrics
- Posters or visual media
- Integrated registration/paperwork review
- Survey

Course/Training-based Areas

Orientation, Residence Life, Student Leadership, DEI/Multi-cultural programming, Fraternity & Sorority Life

- Course-based measures (quizzes, projects, papers, role playing, etc.)
- Pre- and post-intervention rubrics for:
  - Written or oral reflection
  - Facilitator or peer observation
  - Self-reflection
- Survey (general, pre- and post-test)
- Course evaluations

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Assessment Responsibility

Acknowledging Responsibility

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Not My Job!
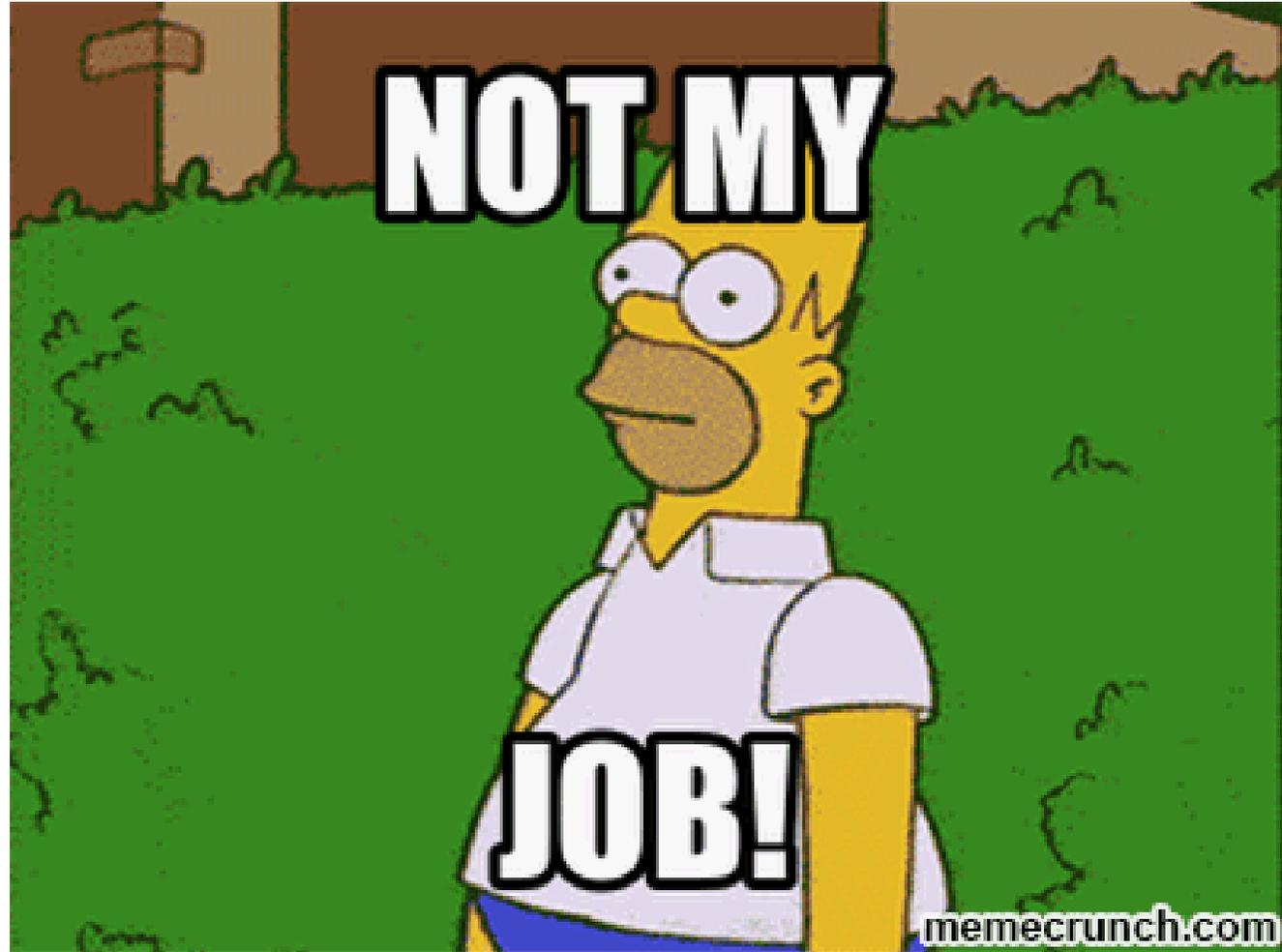
Leadership Implications

Important to **be effective, not just increase engagement**

Role model **importance/emphasis** on being data-informed

Leaders should be mindful of **motivation/engagement**

Daily Infusion

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Empower & Advocate

Closing/Q&A

Establish Your Expectations

#1. What do you hope students learn/experience?

#2. What do students want to learn/experience?

How do we bridge any gaps between 1 & 2?

How can we best measure student learning and success?

Explore Your Barriers

What barriers do you encounter in assessment?

How can assessment be more meaningful/useful?

What additional representation of perspectives and identities should be at the decision-making table?

What will you do to engage (multiple) audiences?

Talk to your students!

What differences exist in how students learn and experience college?

How would you like to be more active and engaged in your learning experience?

What can we do better to meet all students' needs? How can we further amplify your voices?

Organizations
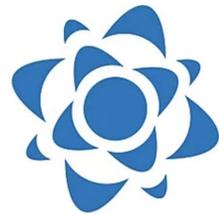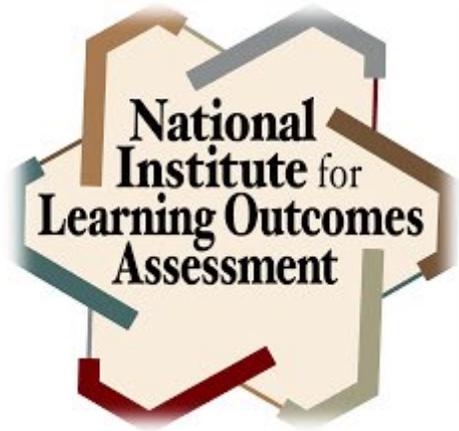
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Journals & Blogs

The JOURNAL of STUDENT AFFAIRS INQUIRY

Educational Assessment

Special Issue: Special Issue on Validity Studies
Guest Editors: Joan Herman and Michael Kane

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ASSESSMENT & EVALUATION in HIGHER EDUCATION

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NEW ENGLAND EDUCATIONAL ASSESSMENT NETWORK
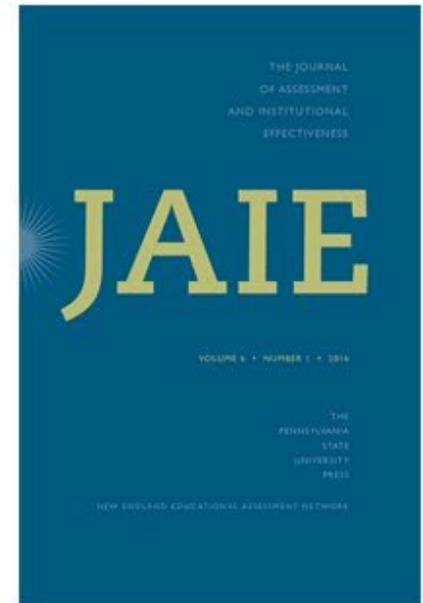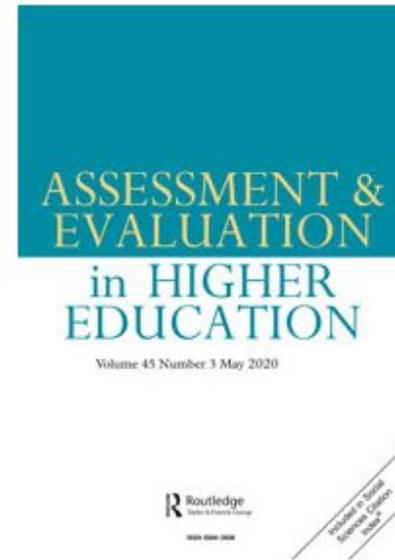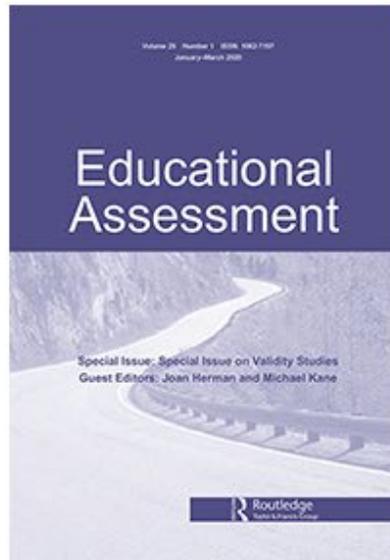
Journal of Student Affairs Research and Practice

Journal   Health, Safety, and Well-being   Student Success
Policy and Advocacy   Supporting the Profession
Equity, Inclusion and Social Justice   Professional Standards Division
Student Affairs Partnering with Academic Affairs   AVP or "Number Two"
Mid-Level   Senior Level   VP for Student Affairs

STUDENT AFFAIRS ASSESSMENT LEADERS

Association for the Assessment of Learning in Higher Education
AALHE
PROMOTING ASSESSMENT FOR LEARNING
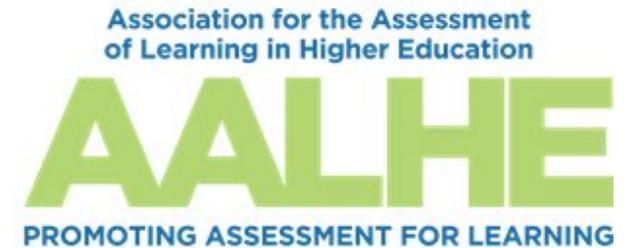
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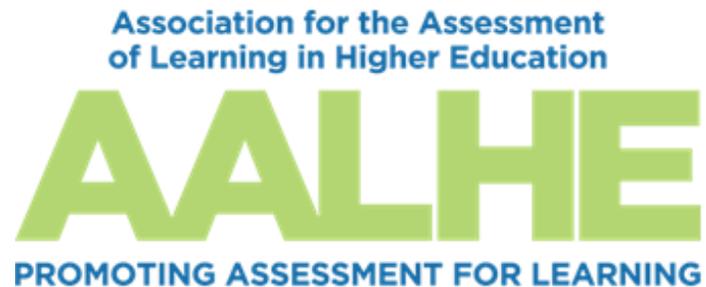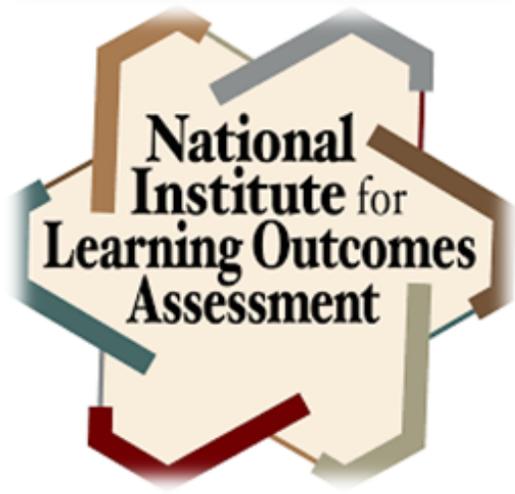
Listservs

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Free Structured Environments

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Resources

https://tinyurl.com/58ur3uxs

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