Applying & Leading Assessment in Student Affairs

Joe Levy
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Outcomes of Session

Explore five common assessment myths

Reinforce assessment purpose and process

Identify available resources for assessment

Reflection & Call to Action

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Common Assessment Myths
Myth #1: Don’t Know What Assessment Is
Is this like research? Or evaluation? Or...

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Is this like research? Or evaluation? Or... (cont.)

Engage student

Assessment

Evaluation

Research

Measuring betterment.

Image courtesy of me 😊

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Don’t we already do this?

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Don’t we already do this? (cont.)

Operational Objectives
- Quality
- Satisfaction
- Usage

Learning Outcomes
- Actions
- Behavior
- Knowledge
- Skills
Myth #2: That’s Not My Job/Responsibility
Not My Job!

And by the way, that’s your job anyway.
Assessment People “Do” Assessment

WE’RE IN THIS TOGETHER.

#CHICAGOFEIR

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Myth #3: Historical & (School) Cultural Issues
We’ve always done it this way...
I’m not empowered to do this...
Myth #4: Not Enough Resources/Time For Assessment
This wasn’t part of our goals/strategy...
We don’t have the skills or technology
### Main Themes of Action Items

<table>
<thead>
<tr>
<th>Theme of Action</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Planning</td>
<td>6</td>
</tr>
<tr>
<td>Assessment Tools</td>
<td>7</td>
</tr>
<tr>
<td>Data exploring and analysis</td>
<td>1</td>
</tr>
<tr>
<td>Improvement Planning</td>
<td>1</td>
</tr>
<tr>
<td>Marketing</td>
<td>2</td>
</tr>
<tr>
<td>Process or Service Change</td>
<td>7</td>
</tr>
<tr>
<td>Results Sharing</td>
<td>8</td>
</tr>
<tr>
<td>Training and PD</td>
<td>10</td>
</tr>
</tbody>
</table>

**Total Action Items:** 42

**Total Programs/Depts with Action Items:** 11
Myth #5: Results Will Be Used Against Me
Don’t want to be evaluated/scrutinized

Don't be so hard on yourself, okay?
Nothing happens with results anyway

Thanks for sharing.

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Reinforcing Purpose & Process
How do we know students learn what’s intended?

What does achievement of learning look like?

What have we learned about student learning which we can use to improve/act for the future?
What Assessment Should Be

- Meaningful
- Robust
- Impactful
- Informative
- Manageable

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Meaningful

LET'S MAKE IT COUNT

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It's time to start being realistic.
How Assessment Looks

1. Define
2. Plan
3. Implement
4. Adjust
5. Evaluate

This process is cyclical, where each step leads to the next, and the evaluation results in adjustments.
Socialize & Normalize

NORMAL IS GOOD, HEALTHY

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Activity/Discussion

https://tinyurl.com/ppeynmhf
What myths do you struggle to bust?

1. Don't know what assessment is
2. Assessment is not my job/responsibility
3. Historical & cultural issues
4. Not enough resources/time for assessment
5. Results will be used against me

What are at least 3 ways to minimize/mitigate issues?
What barriers do you struggle with most?

1. Lack formal training/experience in assessment
2. Lack of agency and autonomy can discourage work
3. Individualized efforts prevents support/community
4. Lack (internal) accountability mechanisms (+/-)

What are at least 3 ways to minimize/mitigate issues?
Available Resources
External – Organizations
External – Journals/Blogs

Journal of Student Affairs Research and Practice

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

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Free Structured Environments

LARC Grant Project

Introduction
Chapter 1: Benefits of assessment
Chapter 2: What is the purpose of assessment?
Chapter 3: Why are assessment data useful?
Chapter 4: What are some concerns about assessment?
Chapter 5: What are steps that an institution can take to make assessment useful?
Conclusion and resources

Online Open Course
Applying and Leading Assessment in Student Affairs
2021 Course: February 8, 2021 - April 5, 2021
Registration is open (click below)! Registration closes March 26, 2021.
8 self-paced modules of...
  8 discussion boards
  7 quizzes
  2 written assignments
Video lectures & personal takes
Required & further-learning readings
Optional small groups & live sessions
1. Assessment Foundations for Effective Practice
2. Assessment Planning
3. Coaching & Consulting
4. Aligning Assessment w/ Institutional Priorities
5. Critical Approaches & Mindsets
6. Using Data to Inform Decisions
7. Culture of Assessment
8. Connecting Concepts to Advance SA Assessment
Stay tuned to SAAL website for future course details!
http://studentaffairsassessment.org/online-open-course

We already have an interest form available so you can give your email and get updated first with new course launch and registration information:
https://forms.gle/4vnWAAdXnM5ec39ds5
Reflection & Call to Action
Nature of Mythbusting

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Prepare from Purpose

LISTEN TO THE WORDS.

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It matters that you engage and you raise your hand.
Be Realistic

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TAKING IT EASY
How can you make assessment more meaningful?

How can you make assessment more manageable?

What are at least 2 resources to leverage now?
Contact Info

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