Aspirations and Accountability for Student Affairs Assessment

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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

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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...

I HAVE NO IDEA WHAT THAT MEANS

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

Engage student learning for data-informed betterment.

Assessment

Evaluation

Research

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Intention vs. Outcome

I taught Stripe how to whistle.

I don’t hear him whistling!

I said I taught him. I didn’t say he learned it.
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

- Meaningful
- Robust
- Informative
- Impactful
- Manageable

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What Assessment Should Look Like

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

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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

You are what you do, not what you say you'll do.

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We know...

Inequity in learning achievement exists but it doesn’t have to.
We know... (cont.)

“Make the invisible visible and the undiscussable discussable.”

(Bensimon, 2005)

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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
- Quality
- Satisfaction
- Needs
- Usage

Learning Outcomes
- Actions
- Behavior
- Knowledge
- Skills
Fitting in assessment
# Existing Alignment

<table>
<thead>
<tr>
<th>Intervention description</th>
<th>Connection to POs/SLOs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual student appointments-short surveys focused on collecting student satisfaction</td>
<td>PO 1, PO 2, SLO 1, SLO 2,</td>
</tr>
<tr>
<td>data on services related to career counseling or job search prep.</td>
<td>SLO 3, SLO 5</td>
</tr>
<tr>
<td>Job Fairs-Track the number of students attending three annual job fairs.</td>
<td>PO 3, SLO 4</td>
</tr>
<tr>
<td>Presentations and workshops that are in person or virtual.</td>
<td>PO 2, PO 4, SLO 1, SLO 2,</td>
</tr>
<tr>
<td></td>
<td>SLO 3</td>
</tr>
<tr>
<td>Employer Information Sessions</td>
<td>PO 3, PO 4, SLO 2, SLO 4</td>
</tr>
<tr>
<td>Job Search and Career Readiness Assistance (Resume and Cover Letter Review, Interview</td>
<td>PO 2, SLO 2, SLO 3, SLO 5</td>
</tr>
<tr>
<td>Prep)</td>
<td></td>
</tr>
</tbody>
</table>
Co-Curricular Learning Outcomes Map (2019-2020)

Key:
X = Assessed

Co-Curricular Learning Outcomes (CCLOs)

<table>
<thead>
<tr>
<th>Community Involvement:</th>
<th>Students will be able to build community through involvement outside the classroom.</th>
<th>X</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking:</td>
<td>Students will be able to make informed decisions through critical thinking.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Communication:</td>
<td>Students will be able to communicate clearly in a variety of settings.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Navigating Processes:</td>
<td>Students will be able to use resources to navigate processes.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Goal Setting:</td>
<td>Students will be able to reach their goals.</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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: Students 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
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
Report on efforts

- Process
- Analysis
- Interpretation
+ Intended Actions
---
Report

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Take action

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I don't like it. It's too much responsibility.
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

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Multi-Intervention/Series/Group Areas

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

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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
Assessment Responsibility
Acknowledging Responsibility
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
Empower & Advocate

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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?

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Journals & Blogs

Journal of Student Affairs Research and Practice

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Listservs

National Institute for Learning Outcomes Assessment

STUDENT AFFAIRS
ASSESSMENT LEADERS

Association for the Assessment of Learning in Higher Education

AALHE
PROMOTING ASSESSMENT FOR LEARNING

Assessment and Research in Career Services (ARCS)

The ARCS Network facilitates conversation among career services professionals engaged in assessment in practice settings.

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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.

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