Where do we begin?
An entry-level conversation about out of the classroom assessment

Presented to the Assessment Institute, October 2021

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Hi.

Who are we?

Who's joining us today?

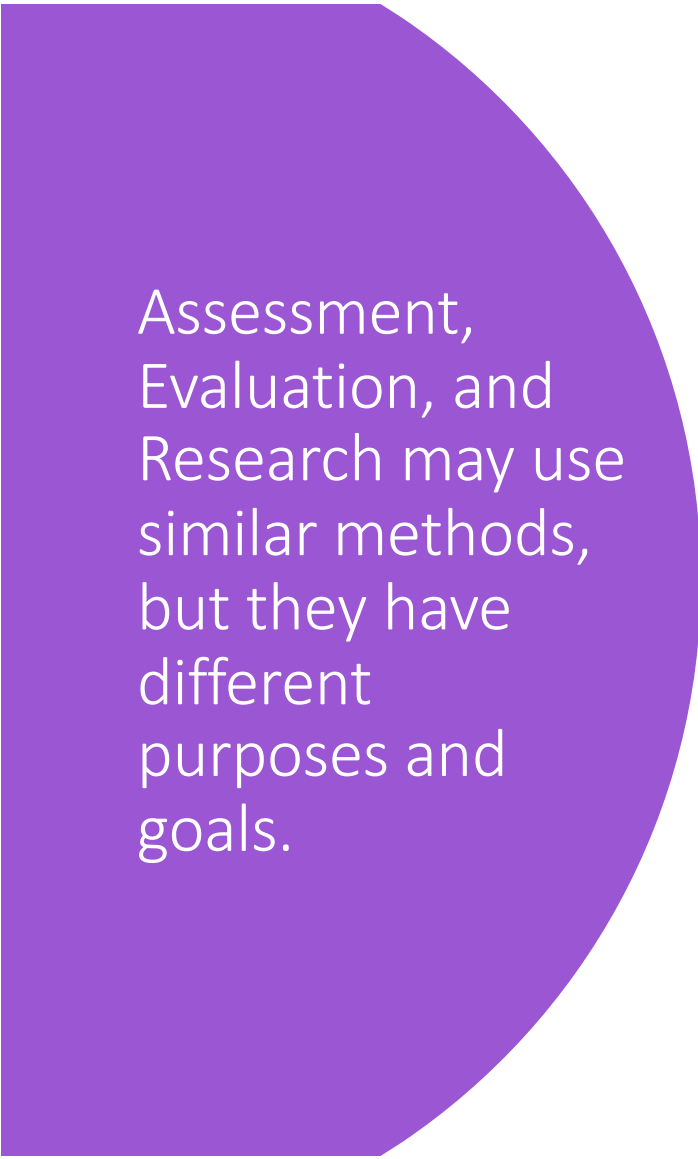# By the end of our time together, we hope you will...

LEARN KEY STEPS IN BASIC ASSESSMENT DESIGN

EVALUATE THE STRENGTHS AND LIMITS OF IMPLEMENTING STANDARDIZED APPROACHES TO CAMPUS-WIDE ASSESSMENTS

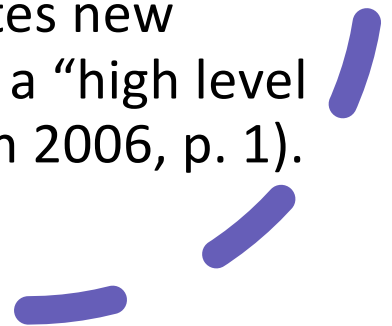**LEAVE WITH STRATEGIES** FOR CUSTOMIZING ASSESSMENT METHODS TO DIFFERENT ENVIRONMENTS

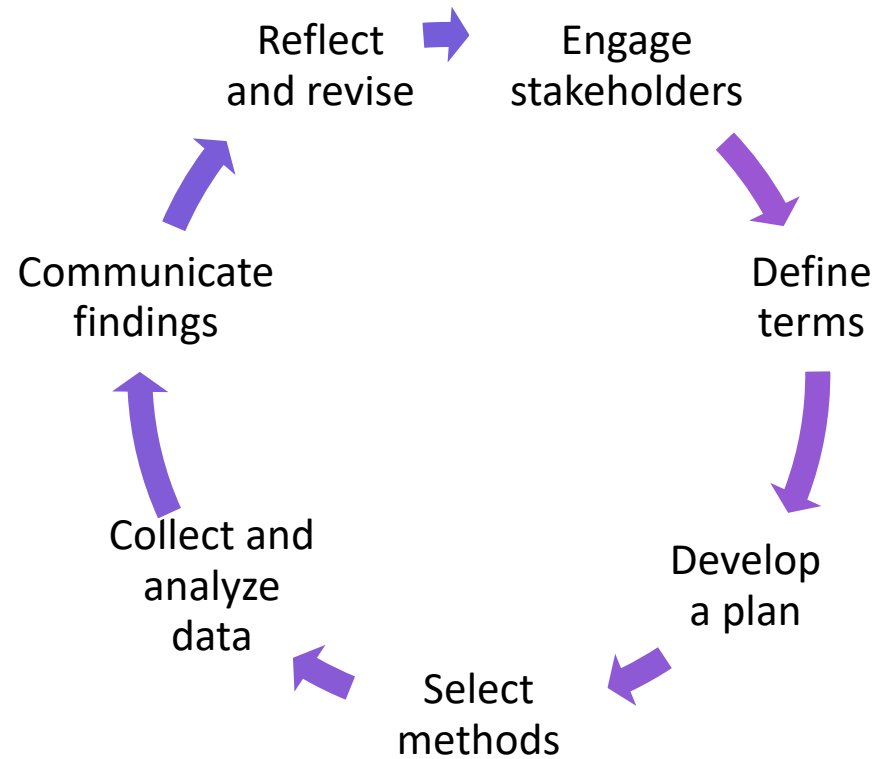Assessment, Evaluation, and Research may use similar methods, but they have different purposes and goals.

Assessment is a formative process where results are used to make meaningful improvements to curriculum, programs, and activities (Allen, 2004).

Evaluation provides information for the purpose of making decisions about merit or worth (Theall, 2002).

Research contributes to and creates new knowledge and is conducted with a "high level of proficiency or expertise" (Coryn 2006, p. 1).
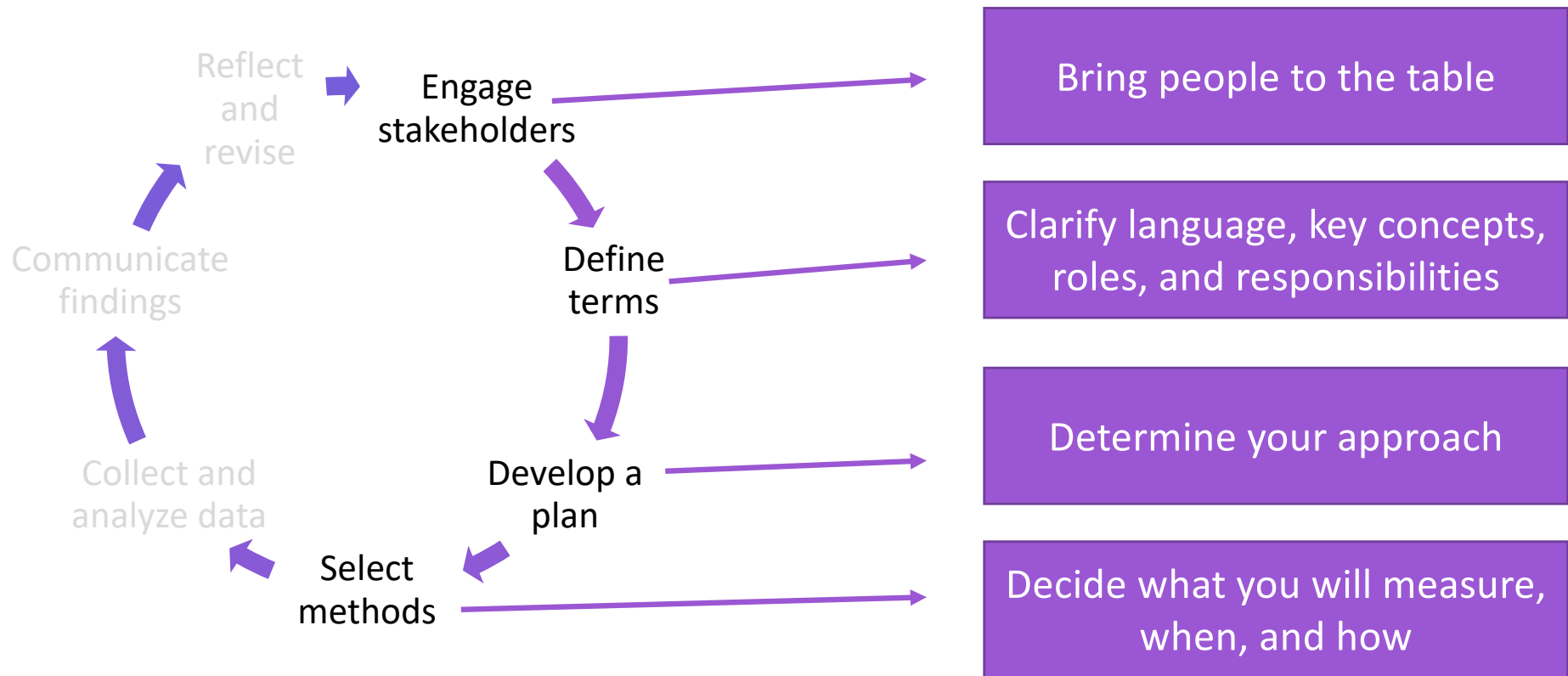
The continuous improvement cycle helps guide our work.

Reflect and revise → Engage stakeholders → Define terms → Develop a plan → Select methods → Collect and analyze data → Communicate findings → (back to Reflect and revise)

Adapted from Banta & Palomba, 2015

How to start the work?

Reflect and revise → Engage stakeholders → Define terms → Develop a plan → Select methods → Collect and analyze data → Communicate findings → (back to Reflect and revise)

Engage stakeholders → **Bring people to the table**

Define terms → **Clarify language, key concepts, roles, and responsibilities**

Develop a plan → **Determine your approach**

Select methods → **Decide what you will measure, when, and how**

Adapted from Banta & Palomba, 2015

Situating out-of-the-classroom learning

Students gain knowledge, skills, and abilities through both academic and co-curricular activities during their collegiate experience (Busby, 2015; Mayhew et al., 2016; Schuh & Gansemer-Topf, 2010).
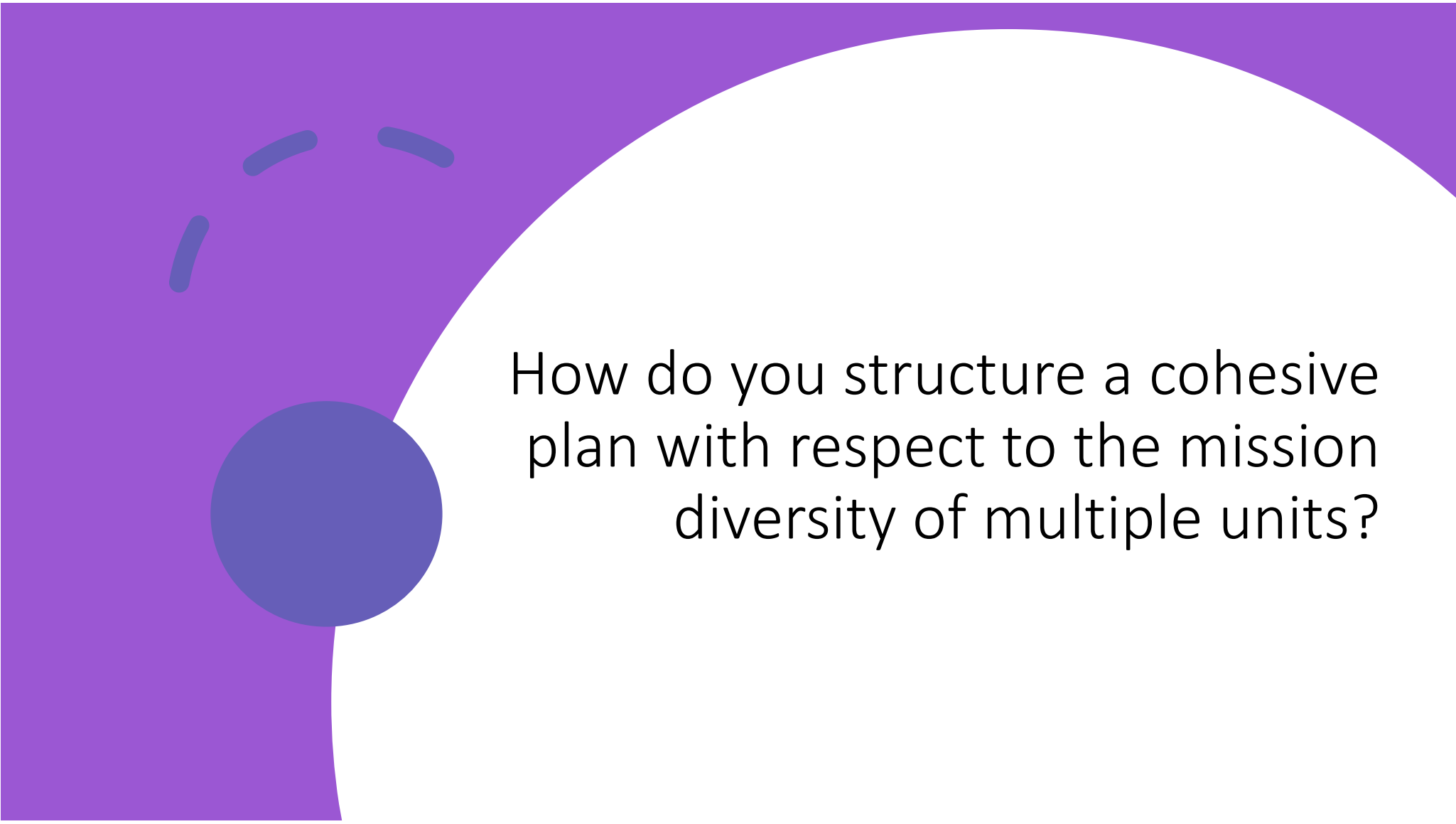
Determining gains from co-curricular, outside of the classroom experiences can sometimes be a unique challenge.

Accreditors care and want to know how out-of-the-classroom experiences are contributing to fulfilling the institutional mission, how spending is stewarded, and the extent to which students are participating and benefiting from collegiate experiences.
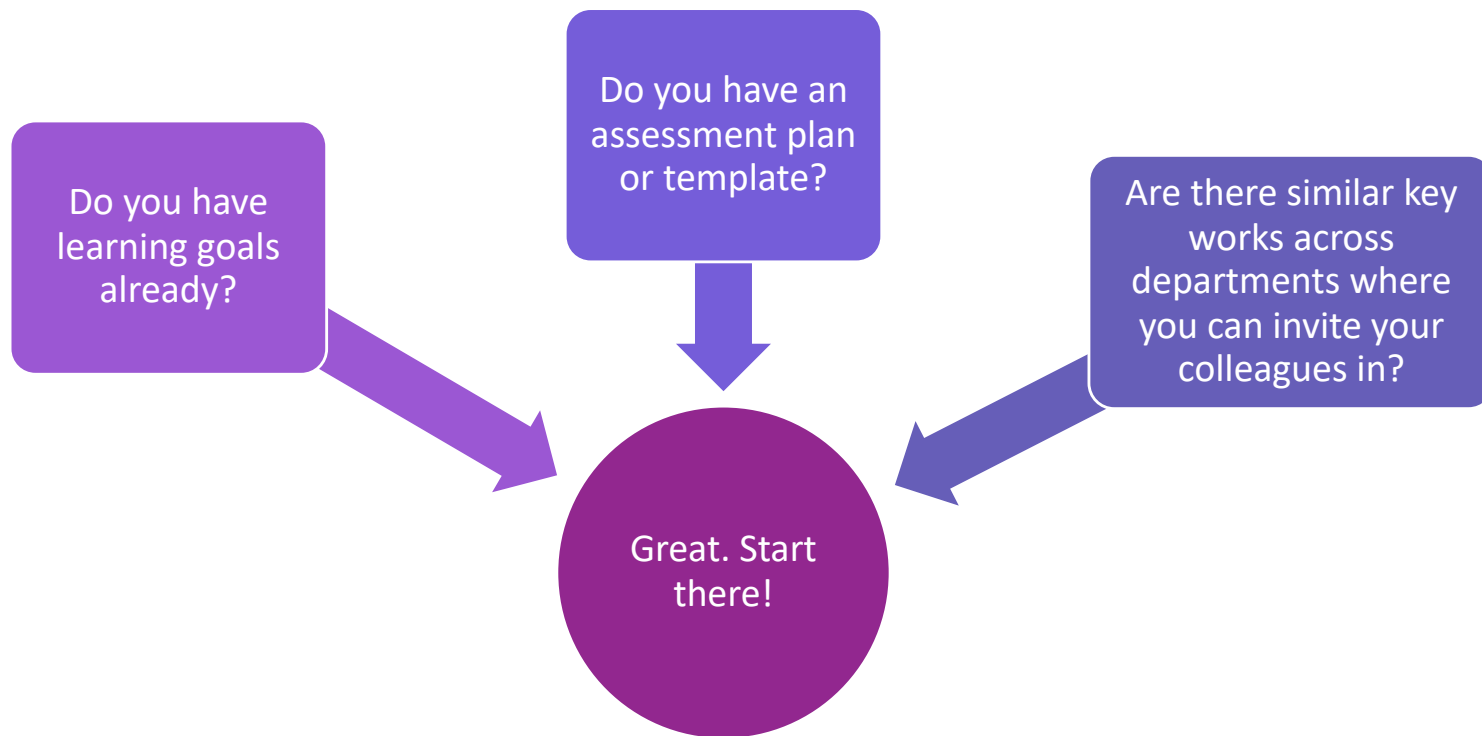
The charge, therefore, is to collect data that captures student gains on a variety of measures to be both useful for continuous improvement and program modification.

How do you structure a cohesive plan with respect to the mission diversity of multiple units?

How to do the work | A few ways in.

Do you have learning goals already?

Do you have an assessment plan or template?

Are there similar key works across departments where you can invite your colleagues in?

Great. Start there!

We developed divisional learning goals.

ADAPTABILITY

INNOVATION

INTERCULTURAL COMPETENCY

INTERPERSONAL COMMUNICATION

PROBLEM SOLVING

SELF-AWARENESS

TEAM DEVELOPMENT

WELL-BEING

Then we mapped the units to the goals each would focus on during the year.

2019-2020 Combined	ADAPTABILITY	INNOVATION	INTERCULTURAL COMPETENCY	INTERPERSONAL COMMUNICATION	PROBLEM SOLVING	SELF-AWARENESS	TEAM DEVELOPMENT	WELL-BEING
Bobcat Depot	x			x	x			
CIC	x				x		x	x x
CPS	x				x			x x
C&ES	x						x	
CSSR					x x	x x		
Culinary	x x			x x				
DoS	x	x		x x	x		x	x
HRL			x x	x x				x x
SAP								x x
SFL		x			x			x
UW&R							x x	x x

Where I began...

	Ohio University					
	Departmental/Office Learning Assessment Plan 2021-22					
Department/Office:		*Name and Briefly describe the program(s):*				
Prepared by:						
Which DOSA Learning goal?	What is the Learning Outcome (LO) statement?	How will the students learn the information for the learning outcome?	Method of Assessment (How will you know they mastered this LO?)	Criterion (What does success look like? How many of the students will master the LO?)	Assessment Results (What did you find out? Did you meet the criterion target?)	Use of Results (What will you do/did you do with what you found out?)

Assessment Plan
Workbook

Subject to updates

Cogswell 2019   1

Over time, the assessment plan, processes, and documentation grew.

Where I began...

- Environment scan
- Needs assessment
- Document review

		Program/Area 1:	Program/Area 2:	Program/Area 3:
Objective 1: _____	O1: Skill/Outcome 1:_____ O1: Skill/Outcome 2:_____			
Objective 2: _____	O2: Skill/Outcome 1:_____ O2: Skill/Outcome 2:_____			
Objective 3: _____	O3: Skill/Outcome 1:_____ O3: Skill/Outcome 2:_____			
		Direct Measure	Indirect Measure	Direct Measure	Indirect Measure	Direct Measure	Indirect Measure

Areas already had plans with various levels of detail.

Advising
- outcome
- outcome
- outcome

Curriculum
- outcome
- outcome
- outcome

First-year Programs
- outcome
- outcome
- outcome

State requirements
- outcome
- outcome
- outcome

Student Research
- outcome
- outcome
- outcome

Success Initiatives
- outcome
- outcome
- outcome

Tutoring
- outcome
- outcome
- outcome

Academic Programs
- outcome
- outcome
- outcome
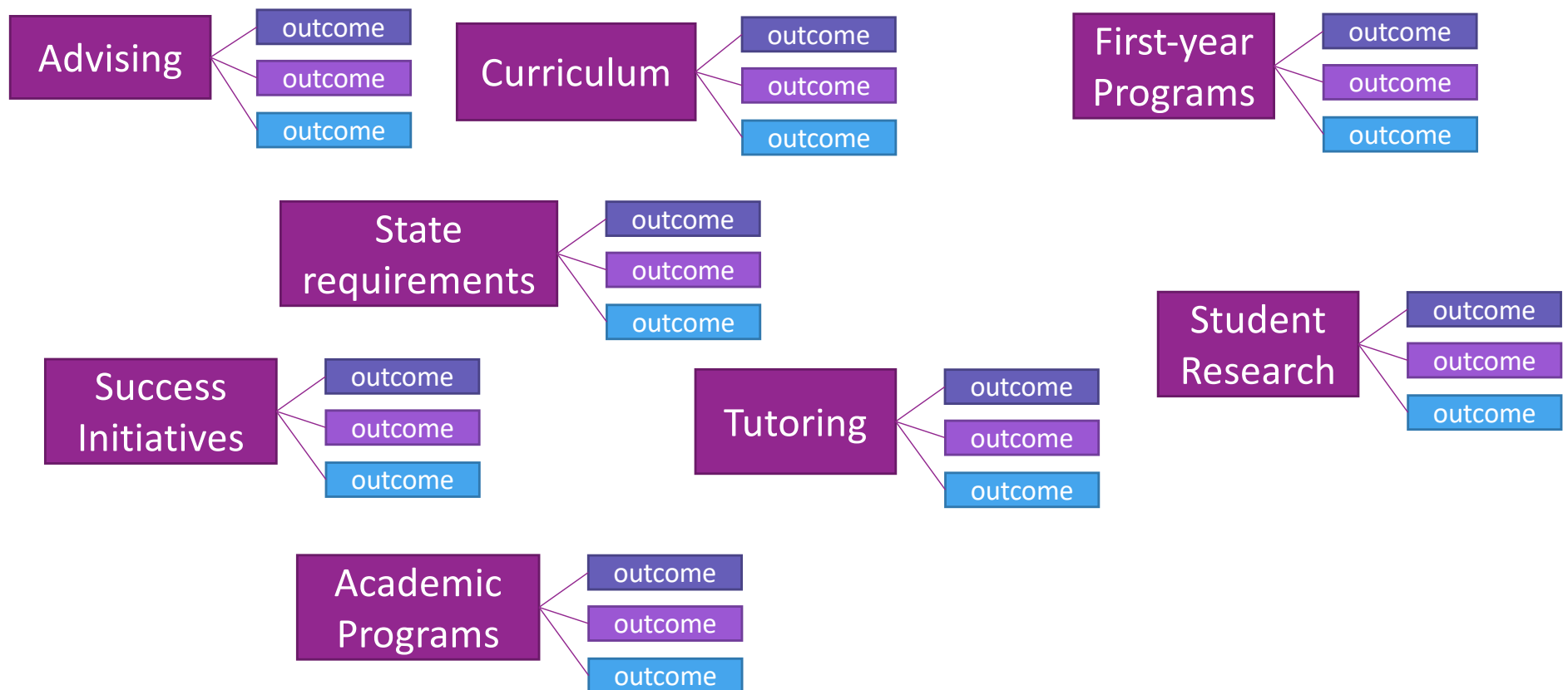
We created a structure for our plan, defined how we would align areas, and mapped outcomes.
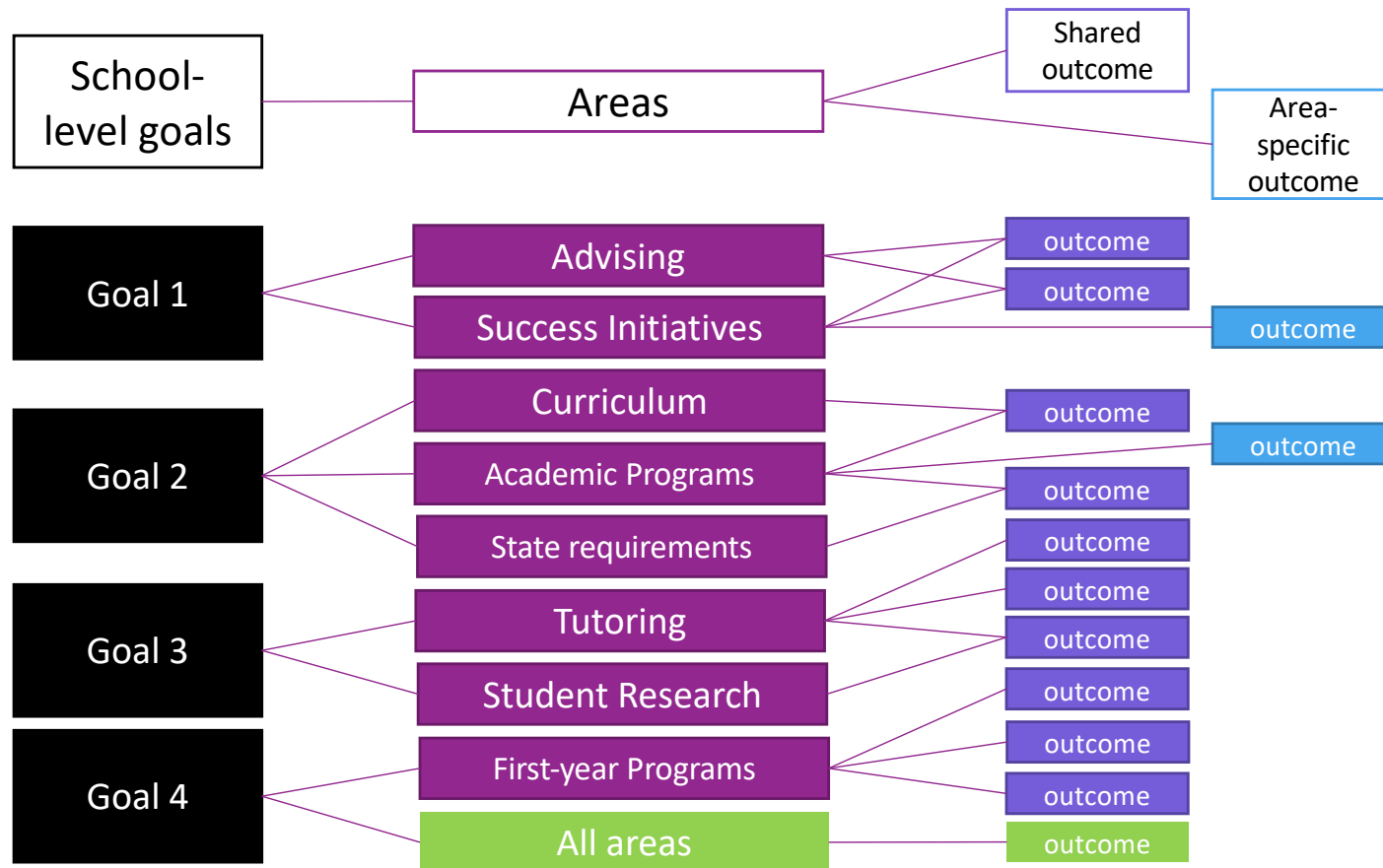
The continuous improvement cycle helps guide our work.

Engage stakeholders → Define terms → Develop a plan → Select methods → Collect and analyze data → Communicate findings → Reflect and revise → (Engage stakeholders)
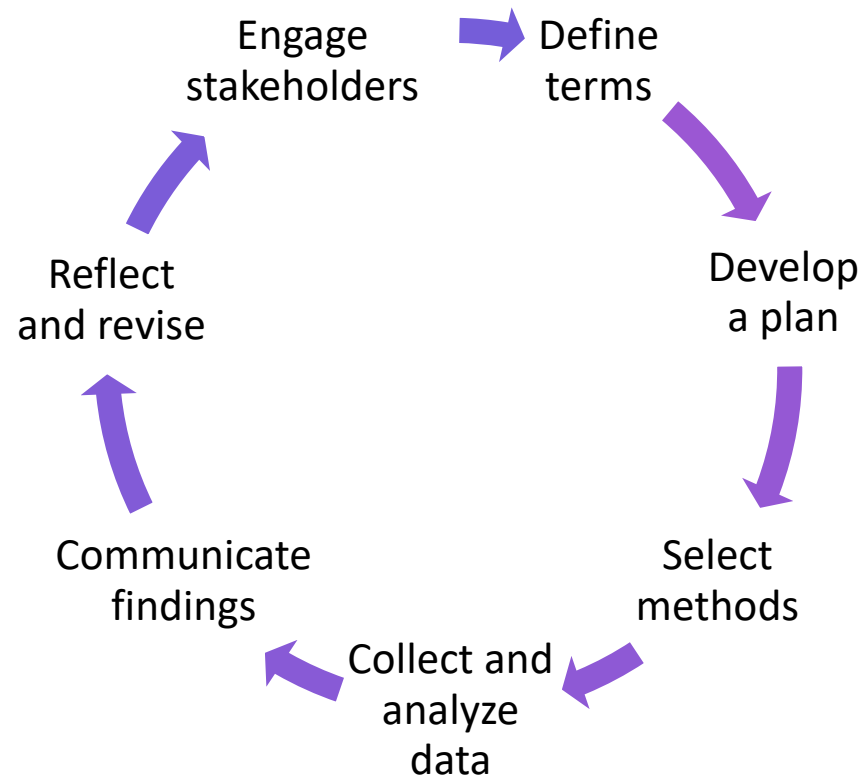
Adapted from Banta & Palomba, 2015

How do we continue the work?

Keep bringing people to the table

Take time to discuss findings, action plans, and next steps

Distribute to stakeholders and decision-makers

Implement your interventions and assessments

Engage stakeholders

Define terms

Develop a plan

Reflect and revise

Select methods

Communicate findings

Collect and analyze data
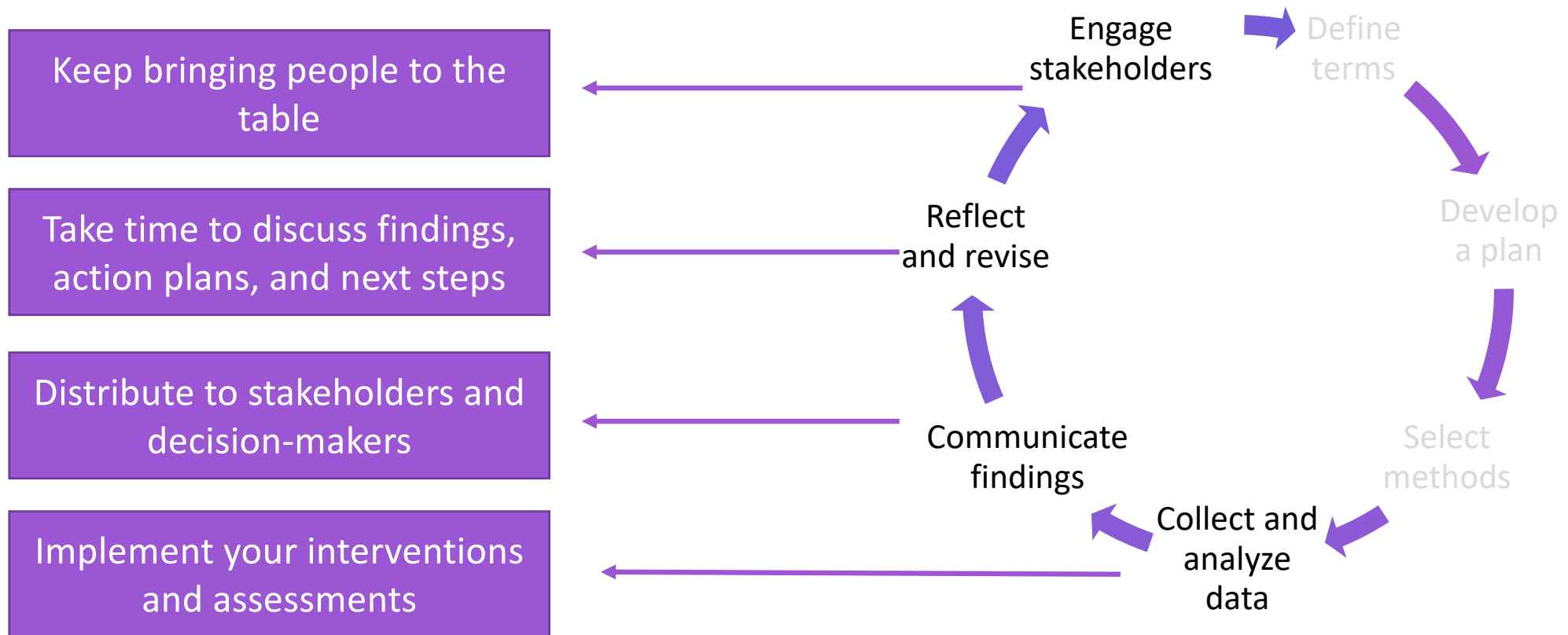
Adapted from Banta & Palomba, 2015

Over time, the assessment resources, tools, support for areas, and communications grew.

UGS Assessment Plan & Report Review Rubric

UGS Area:

Assessment Year:

Point of Contact:

Email:

Assessment Plan: The following elements will be reviewed as applicable.

Mission Statement
Mission Statement is a brief statement that articulates the purpose of the UGS Area within the context of the institution. It defines the Area's re embodies its philosophies, goals, ambitions, and mores.

	I	M	NI	Comments
Mission statement provided				
Area/program/activity/service purpose is clearly described				

Goals
Goals are statements that spell out what the UGS Area is trying to achieve and/or the impact it intends to have. For academic programs, the g students should be able to do or demonstrate upon graduation.

	I	M	NI	Comments
Plan includes at least one goal				
Goal(s) align with UGS/Area mission				
Goal(s) are manageable to assess				

Programs, Activities, and Services
Programs, Activities, and Services UGS Area refers to the organizational structure within the School of Undergraduate Studies. Each Area inclu activities, and services.

	I	M	NI	Comments
Programs, Activities, and Services identified for each goal				

The University of Texas at Austin
School of Undergraduate Studies

UGS Assessment Planning Guide
Assessment Office
Updated September 2020

Preparing students for lives of accomplishment through a strategic community of programs and initiatives designed to help undergraduates make the most of their academic experiences.

Assessment and Professional Development Resources

Assessment efforts in the School of Undergraduate Studies (UGS) seek to understand how our programs promote student learning and effective teaching. We emphasize using results to initiate program improvement by providing assessment data that are timely, specific, and relevant to a variety of audiences, including faculty, staff, students, campus leaders, and accrediting organizations.

Professional development activities support the knowledge acquisition and skill enhancement of UGS. A variety of assessment-related topics are explored through trainings, workshops, and individual coaching sessions.

For questions, contact UGS Director of Assessment and Professional Development, Dr. Jennifer Nailos.
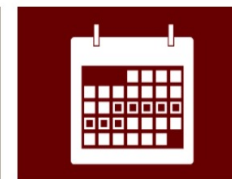
ASSESSMENT PLANNING

ASSESSMENT RESULTS

QUALITY ENHANCEMENT PLAN

PROFESSIONAL DEVELOPMENT RESOURCES

ASSESSMENT & PROFESSIONAL DEVELOPMENT CALENDAR

REQUEST A PROJECT

Your turn!
Think-Share

Has anyone does this before... where did you start?

If you haven't done this before... where would you start?

A few of our lessons learned...

COLLABORATE WITH OTHERS

FORM AN ASSESSMENT COMMITTEE OR CONTACT LIST

COORDINATE REPORTING

DEVELOP A SYSTEM FOR SUBMITTING DOCUMENTS AND MATERIALS

CREATE TOOLS & RESOURCES

MONITOR REQUESTS AND IF MORE THAN ONE PERSON ASKS FOR A SPECIFIC RESOURCE, MAKE A SPECIFIC TOOL

COMMUNICATE CLEARLY

FORM A COMMUNICATION PLAN THAT MAKES INFORMATION AND RESOURCES EASY TO ACCESS

(NILOA TRANSPARENCY FRAMEWORK)

Concluding starred thoughts

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Feel free to contact us with your questions, comments, or ideas!

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