What Do We Assess?

- Quality of Services
  range, quality, efficiency, staffing

- Satisfaction

- Learning Processes
  - Seven Principles for Good Practice

- Perception of Quality of instruction
What Do We Assess?

- Campus Climate
- Perceived Learning
- University Values
  - Diversity
  - Citizenship
- Student Learning Outcomes

How Do We Assess?

- Surveys
- Observation
- Focus Groups
- Exams
- Analysis of database elements
- Analysis of learning objects
Learning Objects

• Test
• Project
• Assignment
• Portfolio
• Recital
• Performance
• Presentation
• Exhibit
• Internship

Who Can be Involved?

• Majors
  • Marketing
  • Mass Communication
  • Communication Studies
  • Psychology
  • Counselor Education
  • Sociology
  • Statistics
  • Computer Science
Who Can be Involved?

- Clubs, organizations
  - Academic Clubs
  - Sororities / Fraternities
  - Athletic Groups
  - Residence hall floors

Getting Students Involved in Assessment

- Process and Infrastructure
- Participation
- Interpretation of the Data
- Reporting the Data
Getting Students Involved in Assessment

Process and Infrastructure

Infrastructure

- Surveys
  - Research, Development, Pilot Testing, Sampling
- Large Scale Testing
  - Selection, logistics, constraints, requirements, incentives
- Focus Groups
  - Development, training, reporting
- Outcomes
  - Developing/ assessing rubrics
Potential Projects

Are our students satisfied with the services we provide on campus?

Design a survey to assess students’ perceptions of the quality of services that the campus provides to students.

Potential Projects

How will students’ senior projects be evaluated?

Develop a rubric that will identify the components and describe the characteristics of successful performance on the project.
Potential Projects

Summer school enrollment has been declining over the past several summers.

Design a survey to determine what factors influence our students decisions to take summer courses either here or at another institution?

Potential Projects

We would like to improve retention of First Year Students.

Design a set of focus groups for first year students designed to help us understand their experiences here during the past 6 months.
Potential Projects

In preparation for our participation in the VSA:

Design a testing protocol for testing 400 first year and senior students using two modules (critical thinking and essay writing) of the CAAP exam.

Process & Infrastructure

- Organizing
- Designing
- Developing
- Evaluating
- Revising
- Leading
- Recruiting
- Writing
- Reviewing
Potential Process & Infrastructure Learning Outcomes

- Approach problems from multiple perspectives
- Identify additional information needed to achieve a desired outcome
- Discuss implications of plans or actions
- Develop contingency plans
- Reflect upon processes and procedures used to achieve a result
- Create a budget

Potential Process & Infrastructure Learning Outcomes

- Identify strengths and weaknesses to a particular approach
- Implement pilot tests
- Revise instruments based upon feedback
- Analyze best practices related to the implementation of a plan.
- Research variables to be considered or addressed
Getting Students Involved in Assessment

Participating in Assessment Activities

Participation

- Invitation

- Motivation
  - Participation
  - Effort
Invitation

- Who has the information?
- How should students be notified?
- Who should invite the students?
- How much information should be provided in the invitation?
- What kind of follow-up, by whom?

Participation

- Incentives
  - What do your students value?
  - What can you afford?
  - What “odds” are attractive?
Participation

- Incentives:
  - Competition between clubs and organizations, departments
  - Public acknowledgement of participation
Participation

Effort / Motivation

• Awards for top performance (academic)
• Results & Feedback to students
**Assessment Day 2008**

**Concerns:**

On Assessment Day 2008 students rated the Counseling Center with an 88% overall satisfaction and a 89% satisfaction with personal counseling and 90% satisfaction with crisis counseling.

Areas of concern seemed to be hours of availability of professional staff as well as some concern regarding facilities.

Other areas of concern were the number of sessions available for each student and the lack of service to our Rochester students.

**Improvements:**

We now have a counselor on ‘walk-in’ Monday through Friday during the business day. There is no need of an appointment. This makes at least one professional faculty member available every day for students who are needing immediate service.

We have moved to the Wabasha Building which is giving us confidentiality in our lobby that we didn’t have in our old location.

We are also working to provide accurate information to students regarding our brief therapy model and not limiting to number of sessions each student can have.

We are also addressing the Rochester Campus and working with administration on what the Counseling Center will be able to provide to students in Rochester.

Thank you for providing us with your concerns.

---

**Getting Students Involved in Assessment**

**Interpreting Assessment Data**
Fundamental Question #1

- Does the data represent an identifiable trend in the level of activity / achievement / accomplishment?
Study Habits in the Major
I come to class prepared

<table>
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<th>Program</th>
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<tbody>
<tr>
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<tr>
<td>2007</td>
<td>20%</td>
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<tr>
<td>2008</td>
<td>51%</td>
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Fundamental Question #2

- Does the data represent an acceptable level of activity / accomplishment / achievement given our mission and values?
Fundamental Question #2

- Does the data represent an acceptable level of activity / accomplishment / achievement given our mission and values?

Study Habits in the Major
I come to class prepared

<table>
<thead>
<tr>
<th>Year</th>
<th>2006</th>
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<td>%</td>
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<td>25%</td>
<td>31%</td>
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</table>
Fundamental Question #3

- Are the differences in the sub-populations acceptable?

Interpreting Data

ITEM 5

- homegrown
- transfer

2006 2007 2008
Using the Data Decks

Interpreting the Data

• Consistency:  Trends
  • How does this year’s data compare to previous years?

• Consensus:  Differences among Populations
  • How do the sub populations in the sample compare to each other?

• Distinctiveness: Patterns across variables
  • How does this specific data compare to the other data in the set?
Interpreting Data

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Interpreting Data

Questions

1. What connections do you see in the data?
2. What else do you need to know?
3. Of what can we be proud?
4. On what do we need to work?
Outcomes

• Critically evaluate evidence
• Use evidence to support claims
• Identify patterns/themes in data or information
• Integrate information from a variety of sources or fields

Outcomes

• Develop hypotheses
• Identify additional information needed before forming a conclusion
• Identify variables that may have impacted results
• Determine who would be interested in the data
Getting Students Involved in Assessment

Reporting Results

Reporting Data

- Audience
- Style
- Format
### CAAP SOPHOMORE

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<th>Year</th>
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### Satisfaction With Discovery Program
FY 2005 - FY 2007

- **Very Satisfied**: 2005: 30%, 2006: 27%, 2007: 30%
- **Satisfied**: 2005: 71%, 2006: 68%, 2007: 71%
- **Dissatisfied**: 2005: 7%, 2006: 8%, 2007: 6%
- **Very Dissatisfied**: 2005: 1%, 2006: 1%, 2007: 1%

Average Hours Spent Studying Per Week

Winona State University

Thursday
September
27
2007

Does this data surprise you?
What would you expect the data to show?
Outcomes

• Summarize data in written and graphic forms
• Present data in multiple ways
• Discuss the implications of different representations

Getting Students Involved In Assessment

Northern Illinois University
March 2009

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