ASSESSMENT PROJECTS FACILITATE APPLIED STUDENT LEARNING

ABSTRACT

The Division of Student Affairs & Enrollment Management and the Counseling, Adult, & Higher Education department collaborated to provide students with an applied learning opportunity. Student Assessment Teams in the graduate-level Assessment in Higher Education course developed and implemented assessment projects for various departments within the Division. This approach helped students learn about assessment and provided departments with valuable assistance in a variety of assessment initiatives. At the completion of their projects, students submitted a reflective journal addressing specific question prompts. Journal entries were reviewed using a rubric to identify student outcomes.

LEARNING OUTCOME & TARGET

As indicated in Reflective Journals completed at the end of class, 80% (estimate) of students taking CAHE 572 will adequately evaluate (as determined by Rubric) their experiences applying coursework to real world Student Affairs assessment projects.

RESULTS

Of the 12 students in the class, 8 (67%) scored either adequate or exemplary overall on the rubric used to assess their reflection assignment.

QUESTION PROMPTS FOR REFLECTION PAPER

What did you learn through reading professional literature that you were able to apply to your assessment project? Please describe with some detail how literature assisted in your project development and/or implementation.

Regarding your data collection activities, what went well and what could have gone better? Please describe with some detail those areas of the data collection process that went well and those that could be improved.

How might you use what you have learned through this course to improve your professional practice?

What additional knowledge and/or skills would you need to gain to continue to improve your assessment skills?

What were the advantages and disadvantages for you in working on a “real-world” project?

USE OF RESULTS

Though the estimated target was not achieved, overall students were able to articulate what they learned through working on their assigned assessment projects.

Future classes will continue to incorporate these projects in order for students to practice their assessment knowledge as part of their academic work.

The rubric will be reviewed to identify any adjustments needed to better measure students’ learning through their reflection. Also, the adjusted rubric may be expanded to include student learning demonstrated through a review of their project artifacts.