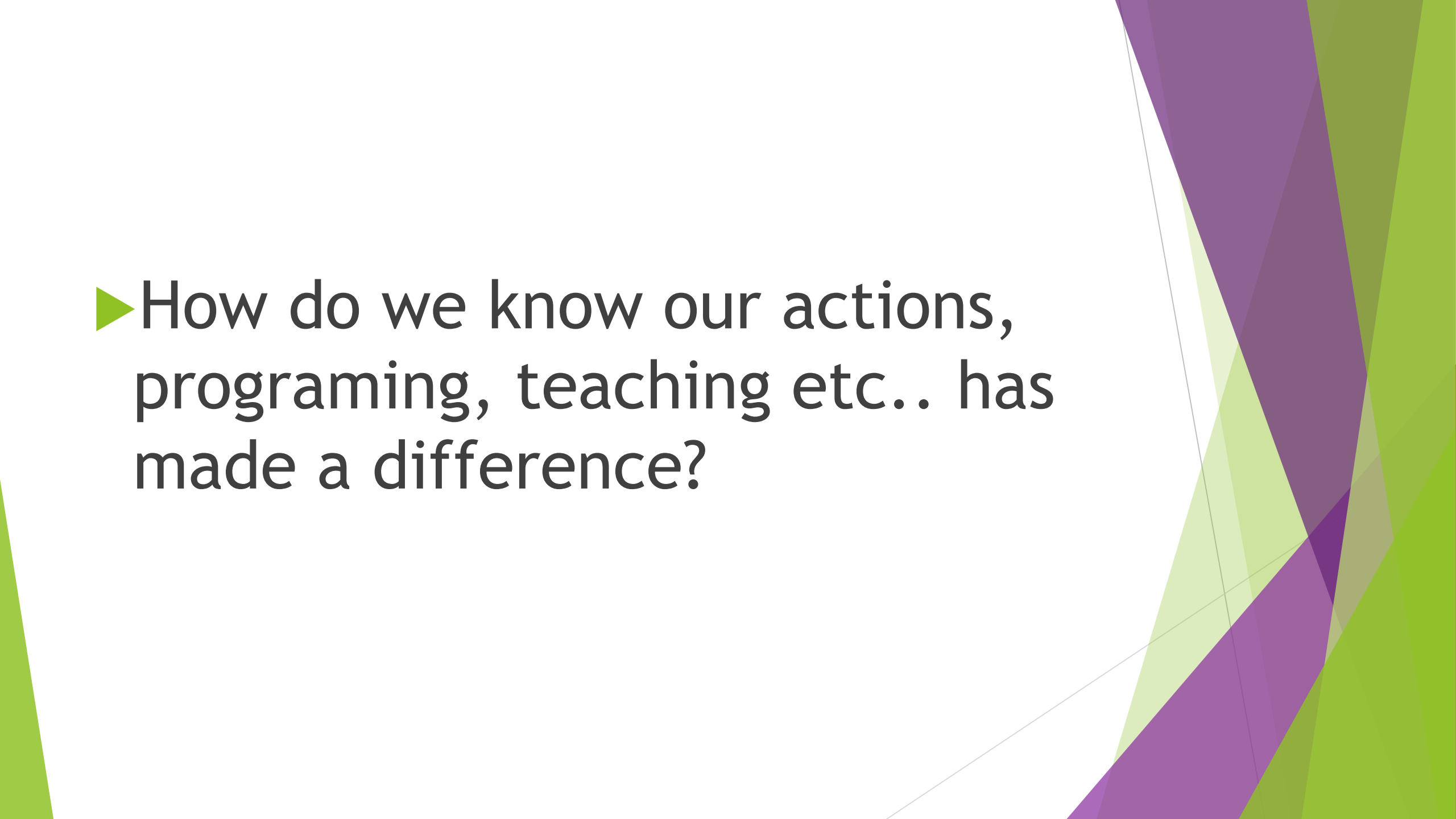


Assessment


- 
- ▶ How do we know our actions, programming, teaching etc.. has made a difference?

Sometimes it is confusing

- ▶ The assessment literature is full of terminology such as “mission”, “goals”, “objectives”, “outcomes”, etc. but also lacking in a consensus on a precise meaning of each of these terms. Part of the difficulty stems from changes in approaches to education - shifts from *objective*-based, to *competency*-based, to *outcomes*-based, etc. education have taken place over the years with various champions of each espousing the benefits of using a different point of view.

In some cases the definition between an academic and a support department are apparent.

- ▶ The Biology Department- academic - learning outcomes
- ▶ The Registrar- support- service goals

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- ▶ There are also those departments that provide both a service and provide opportunities to learn, such as the Library, Academic Support and Student Affairs.

Revisit the Chatham University Student Affairs website:

- ▶ **Office of Student Affairs**
- ▶ An important aspect of a Chatham education is the learning that takes place outside the classroom. Complementing the academic curriculum is a **comprehensive program of activities and services that supports each student's personal, social, and intellectual growth.** Participation in these programs not only strengthens and adds balance to the academic program, but also promotes interaction among students, faculty, staff, and the surrounding community.

If we take that one sentence, we see how Student Affairs is a **provider of learning and a provider of student services.**

“Complementing the academic curriculum is a comprehensive program of activities and services that supports each student's personal, social, and intellectual growth.”

These are the goals for the Student Affairs areas from 2015-16. This is a good starting place for assessment in Student Affairs.

▶ Note the underlined verbs.

Career Development

▶ Goals:

- ▶ Students who utilize Career Development program and services will report satisfaction with those services.
- ▶ As a result of engagement with student employment, students will experience enhancement of their skills/competencies and will report satisfaction with their experience.
- ▶ As a result of participating in an internship experience, students will gain skills/ competencies and will be able to reflect on and articulate their growth.

Friends & Family

▶ Goals:

- ▶ Provide high quality programs and services for family and friends of Chatham University
- ▶ Increase the size and effectiveness of the Parent Council
- ▶ Maintain ongoing communication with Friends and Family

Graduate Programming and Housing

▶ Goals:

- ▶ Provide high quality programs and services that facilitate sense of community and overall satisfaction among graduate students.
- ▶ Graduate students will be satisfied with their living experience at Orchard Hall and Woodland Campus Housing.

Student Health & Wellness AFC, Counseling Services, Student Health Services, Alcohol & Sexual Assault Prevention

▶ Goals:

- ▶ Provide high quality health services for Chatham Students
- ▶ Provide high quality counseling services for Chatham Students
- ▶ Maintain a high quality athletic and fitness center
- ▶ Provide a diverse offering of intramural, fitness and recreation programs that enhance the student experience.
- ▶ Assist students with healthy decision making related to sexual activity and their use of alcohol.

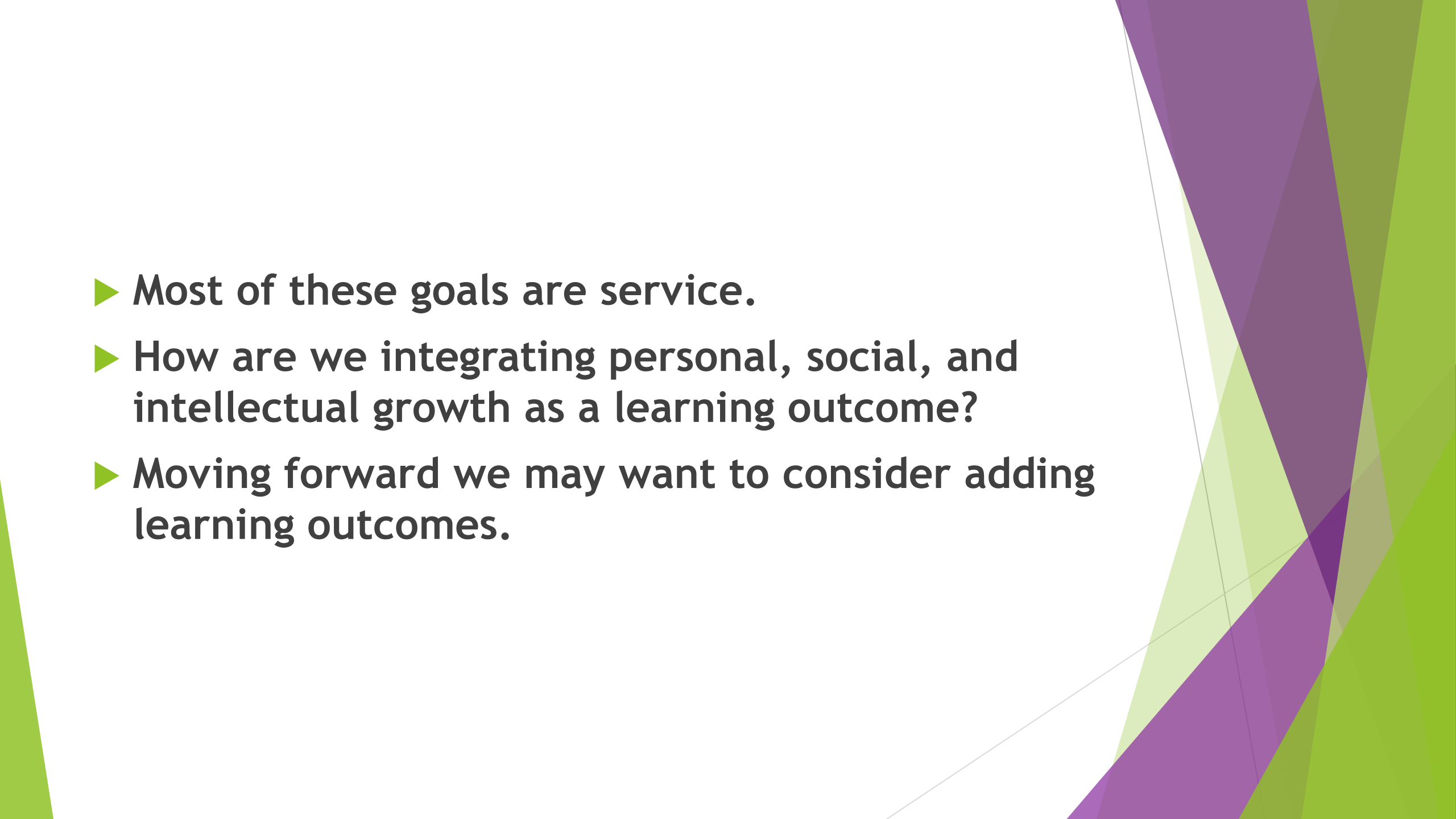
Residence Life and Student Activities

▶ Goals:

- ▶ Provide an on-campus living experience that contributes to student satisfaction and retention.
- ▶ Provide an on-campus living experience that will enhance students' academic experiences, personal learning and world-ready skills.
- ▶ Maintain a professionalized RA and GRD staff who enhance the on campus living experience.
- ▶ Effectively market to and communicate with students about campus services, events and programs.
- ▶ Promote and enhance student-led programming.
- ▶ Provide high quality campus programming that supports a diverse student population
- ▶ Make the carriage house a hub of student activity.

Targeted Student Groups

- ▶ **Goals:** Provide high quality programs and services that facilitate a sense of community and overall satisfaction for:
 - ▶ Commuter Students
 - ▶ Gateway Students
 - ▶ International Students
 - ▶ Out of State Students
 - ▶ Student Athletes
 - ▶ Students of Color
 - ▶ Transfer Students
 - ▶ Veteran Student

- 
- ▶ **Most of these goals are service.**
 - ▶ **How are we integrating personal, social, and intellectual growth as a learning outcome?**
 - ▶ **Moving forward we may want to consider adding learning outcomes.**

- ▶ **Learning outcomes are stated in terms of what the student will be able to do and must be measurable. (Use action verbs.) We are not talking about the learning outcomes for each program, but what we expect a student to gain over the time they are here at Chatham.**

Consider these learning outcomes, The student will be able to ...

- ▶ 1) Make healthy life choices that reflect a balance of intellectual, emotional, physical, professional, social, and spiritual well-being.
- ▶ 2) Respect the diversity of our community as well as the individuality of each member.
- ▶ 3) Engage in the life of the university and other communities as participants and leaders.
- ▶ 4) Develop goals and identify resources needed for their attainment.
- ▶ 5) Communicate effectively, appropriately address and resolve challenges, and manage conflict.
- ▶ 6) Demonstrate an awareness of and have an appreciation for the differences and similarities between cultures.
- ▶ 7) Describe the importance of connecting with faculty.

Direct and Indirect Methods

- ▶ The characteristics of good evidence of student learning include considerations of direct and indirect methods for gathering evidence of student learning. (Student Learning Assessment: Options and Resources, Second Edition, 2007)

Direct

- ▶ In direct assessment students display knowledge or skills as the result of an assessment measure (presentation, test, etc). Direct measures of student learning require students **to display** their knowledge and skills as they respond to the instrument itself. Objective tests, essays, presentations, and classroom assignments all meet this criterion. (Palomba, C.A., & Banta, T.W., 1999)

Indirect

- ▶ Indirect assessment learning is inferred instead of being supported by direct evidence (i.e., usage data, satisfaction surveys). Students **reflect** on learning rather than demonstrate it. (Palomba, C.A., & Banta, T.W., 1999)

Consider this example outcome:

- ▶ **Make healthy life choices that reflect a balance of intellectual, emotional physical, professional, social, and spiritual well-being.**

Let's say one of the components of the Alcohol Education Program includes this fact:

- ▶ Consuming several shots can be far more intoxicating due to the alcohol content than having the same quantity of beer or wine.
- ▶ We taught them 1 Shot = 1 Glass of Wine = 1 Beer

Measurements:

- ▶ Indirect: Did you learn something from this presentation?
- ▶ Direct: What did you learn from the presentation?
- ▶ List three items (+/-with predetermined answers)
- ▶ Fill in the blank
- ▶ Create a tool to measure the learning for small group discussions (have the recorder turn in their notes)

Direct Assessment Outcome:

- ▶ “Cool, I can get drunk faster and gain less weight by doing shots than drinking beer.”
- ▶ Obviously, not one of the predetermined answers. What does this answer tell us about the learning? What would the indirect or direct measurement have told us about the success of this program.

Let's wrap up

- ▶ Having a variety of goals that are **service providing and learning outcome based** in the Student Affairs areas is central to the success of the department.
- ▶ Using both **indirect and direct measures** is a beneficial way to gather useable information for improvement and growth.



"My question is: Are we making an impact?"

Questions?

