A&E Learning Community: October 2017 Meeting

What is Assessment & Evaluation?

A. Assessment and Evaluation Concepts: A brief overview

B. Working Assessment Process: A brief overview

C. A&E Workgroup Members share experience and feedback
   - Ben White and Chris Glover

A. Q&A
**ASSESSMENT:** The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development (Palomba & Banta, 1999)

- Make informed decisions about how a program/activity/function is performing
- *Process-Oriented*, reflective (internally defined criteria/goals), diagnostic

**EVALUATION:** The systematic process of gathering, analyzing, and using information from multiple sources to judge the merit or worth of a program, project, or entity (Rossi, Lipsey & Freeman, 2004)

- Work to improve institutional, departmental, division, or agency effectiveness (Upcraft & Shuh, 1996)
- *Product-Oriented*, prescriptive (externally imposed standards), judgmental, fixed, comparative, competitive
In **Student Affairs**, we assess programs by measuring student learning and growth and program/service processes. We evaluate programs by determining whether they achieved identified metrics or standards.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Assessment</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Timing &amp; Purpose</td>
<td>Ongoing, to improve</td>
<td>Final, to gauge quality and impact</td>
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<tr>
<td>Orientation</td>
<td>How learning is going</td>
<td>What’s been learned, what has happened</td>
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<tr>
<td>Depth of Analysis</td>
<td>Thorough analysis by answering questions such as why and how to improve future performance</td>
<td>Calibrate against a standard</td>
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<tr>
<td>Use of Findings</td>
<td>Identify areas for celebration and/or improvement</td>
<td>Arrive at an overall impact/score</td>
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FORMATIVE SUMMATIVE

WHEN THE CHEF TASTES THE SOUP

WHEN THE GUESTS TASTE THE SOUP

FROM STEVE WHEELER’S BLOG “THE AFL TRUTH ABOUT ASSESSMENT”
How we Assess and Evaluate...

The Assessment & Evaluation Process

- WHAT WE WANT TO ACCOMPLISH
  - GOALS & OUTCOMES

- WHAT WE DO
  - PROGRAMS

- WHAT WE PROVIDE
  - SERVICES

- WHO WE SERVE
  - Examples (not limited to): Undergraduates, First-Time Freshmen, Transfers, First-Generation, Student Athletes, Student Veterans, Underrepresented Students

- ASSESSMENT
  - Short-Term Impact
    - Examples Include:
      - Student Experience
      - Student Satisfaction
      - Student Program/Service Utilization
      - Student Participation
      - Process Outcomes/efficiency

- WHAT WE MEASURE/TRACK

- EVALUATION
  - Long-Term Impact
    - Examples Include:
      - Graduation Rates
      - Retention Rates
      - Time-to-Degree
      - Academic Progress/Achievement

- ANNUAL ASSESSMENT & EVALUATION REPORT

SUCCESSFUL TRITON!

UC San Diego
STUDENT AFFAIRS
Assessment and Evaluation
<table>
<thead>
<tr>
<th>Goals and Metrics</th>
<th>May-August</th>
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<tr>
<td>Internal Report</td>
<td>May-August</td>
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<tr>
<td>Assessment Reports</td>
<td>July 14</td>
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<tr>
<td>External Report</td>
<td>August-November</td>
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Assessment & Evaluation Workgroup
Peering into the future...
A&E Learning Community: Next Meetings

**November 22, 2017**
- Defining Outcomes
  (types of outcomes, best practices, writing your own outcomes, outcome maps Planning)

**December TBA**
- 2016-2017 Student Affairs Assessment & Evaluation Report
- Assessment Schedule/ Plan