Student Affairs Assessment and Evaluation

Halloween

Office of the Vice Chancellor-Student Affairs
Assessment and You
Iterative and Informative

- An iterative process involving:
  - “Systematic collection of information about student learning”
  - Capitalizing on available resources: personnel, time, etc
  - Most importantly: to drive decision-making about program effectiveness toward meeting set targets
    - Especially involving student learning!

Externally Relevant, Which Can Be Scary

- Forbes Magazine “Top Issues Facing Higher Education in 2014”
  - Renewal of the Higher Education Act
  - Workforce preparation
  - Accreditation

- Who decides?

Hierarchical and Integrated

**Course/Activity Level**: Unit of analysis is Individual Student Learning

**Program/Office Level**: Unit of analysis is Program-Wide Student Learning

**Department/Unit Level**: Unit of analysis is learning of all students within the department or unit

**College/Division Level**: Unit of analysis is learning of all students within the college or division

**Institutional Level**: Unit of analysis is learning of all UCSD students
Integrative

- Student learning happens everywhere, not just in the classroom
  - Learning Reconsidered
  - National Survey of Student Engagement (NSSE)
  - Kuh’s High-Impact Practices

- Demonstrate that (and how) learning occurs

- Collaborate to provide richer evidence
UCSD Student Affairs Assessment Policy

In conducting assessment, we as a Student Affairs unit:
• Are committed to assessment for, but not limited by, learning
• Believe in assessment as an engaged practice, working towards a continuous improvement
• View assessment as a reflective practice, where we step back from day to day in order to engage the deeper meaning of our work
• Promote assessment as transparent practice, where we eagerly share findings with the community and hold ourselves accountable for our actions
The Assessment Cycle

- **PLAN! (Including writing outcomes)**
- **Gather evidence to support outcomes (Collect data)**
- **Act on findings (Making changes and communicating findings)**
- **Reflect on and interpret findings**
- **Analyze data**
Assessment as an Inquiry Process

- Asking questions
- Collecting evidence
- Reflection/Suggesting explanations based on the evidence
- Evaluating explanations; forming conclusions
- Communicating what you’ve learned
- Action
### Assessment and Evaluation

<table>
<thead>
<tr>
<th></th>
<th>Assessment</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus</td>
<td>Student learning</td>
<td>Program/service performance or impact</td>
</tr>
<tr>
<td>Time Span</td>
<td>Shorter (usually within a year)</td>
<td>Variable (but tends to be longer)</td>
</tr>
<tr>
<td>Scope</td>
<td>Usually more focused on a specific aspect (ex. a learning outcome)</td>
<td>Usually broader, encompassing many aspects (ex. learning, but also satisfaction and utilization)</td>
</tr>
<tr>
<td>Timing</td>
<td>As program is ongoing</td>
<td>Toward more of an end point</td>
</tr>
<tr>
<td>Resources Needed</td>
<td>Typically can be conducted within the program</td>
<td>Typically requires accessing data from elsewhere on campus</td>
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Why are course grades an example of evaluation?
### Learning Outcomes vs. Operational Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Operational Outcomes</th>
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<tbody>
<tr>
<td>Derived from mission and purpose</td>
<td>Derived from description of the work of department</td>
</tr>
<tr>
<td>Measures contributions to student learning (was the experience transformative?)</td>
<td>Measure performance of the work (did students complete a task?)</td>
</tr>
<tr>
<td>Achievement = Effectiveness</td>
<td>Achievement = Productivity, Satisfaction or Accomplishment</td>
</tr>
<tr>
<td>Require criteria to define levels of effectiveness</td>
<td>Require criteria to define levels of performance</td>
</tr>
<tr>
<td>Individual and collective feedback to shape department programs and services</td>
<td>Individual feedback to shape department systems</td>
</tr>
<tr>
<td>Assessment: how effective were we?</td>
<td>Assessment: how well did we perform our tasks?</td>
</tr>
<tr>
<td>Is the train headed in the right direction?</td>
<td>Is the train on time?</td>
</tr>
<tr>
<td>Are students learning something?</td>
<td>Are students satisfied with our programs and services?</td>
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What’s Coming Up?

- Capacity-building (begin with learning community in 2019-2020, extend into formal programming)
- Assessment plans for 2020-2021 (starting Fall 2019)
- Meetings with individual units to review assessment efforts and begin creation of assessment plans (starting Fall 2019)
- Accreditation (November 2019)
- Alignment of metrics for SA strategic plan/review of learning domains (begin December 2019)
- Formalized evaluation process, including identification of divisional priorities (in progress)
- Data access/training (?)
- Program review (2020-2021)
2019-2020: The Year of Accreditation

• Site visit will be November 20\textsuperscript{th}-22\textsuperscript{nd}, 2019
Questions? Concerns? Hopes and dreams?
next meeting:
december 5th, 10-11am
location TBD