Outcomes Assessment for Student Services

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Outcomes for Workshop

- Understand the importance of outcomes-based assessment in student services.

- Articulate the difference between assessment and research.

- Introduction to developing outcomes.

- Explain the basic steps of the assessment cycle.

- Understand different types of assessment including; needs, tracking, usage, student learning.

- Identify potential challenges and barriers to assessment.

- Outline the basic parts of an assessment plan and how they align.

Assessment Cycle
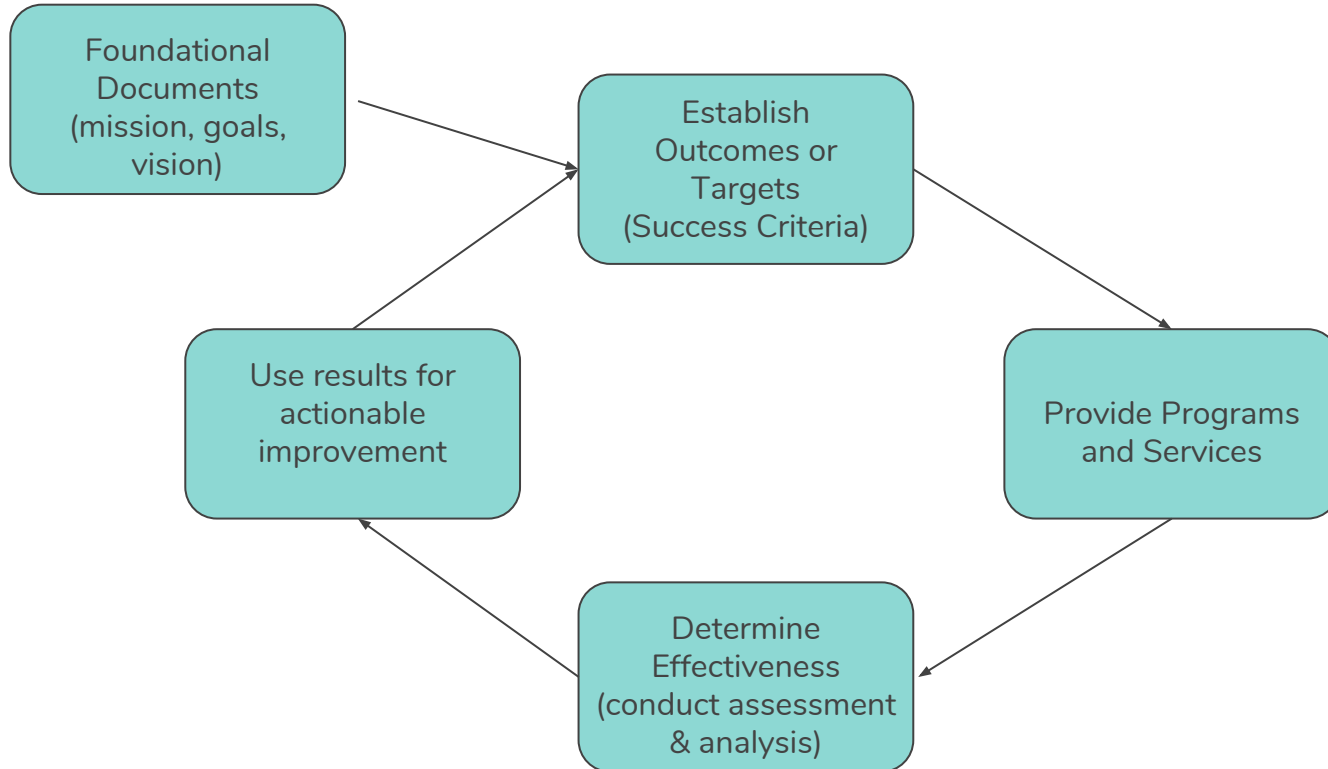
What is assessment & Why is it important?

The Academy says...

"Gathering and analyzing data in order to convey information that can be used to make changes and/or improvements to the institution, division, department or program." (Yousey-Elsener, 2013, p.9)
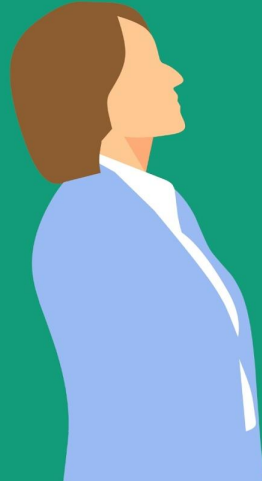
**Research**

Assessment

Evaluation

Research

The collection and analysis of data to build or confirm theory and conceptual foundations that speak to broader implications for the field.

Assessment

"Assessment is any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness" (Upcraft and Schuh, 1996 pg. 18).
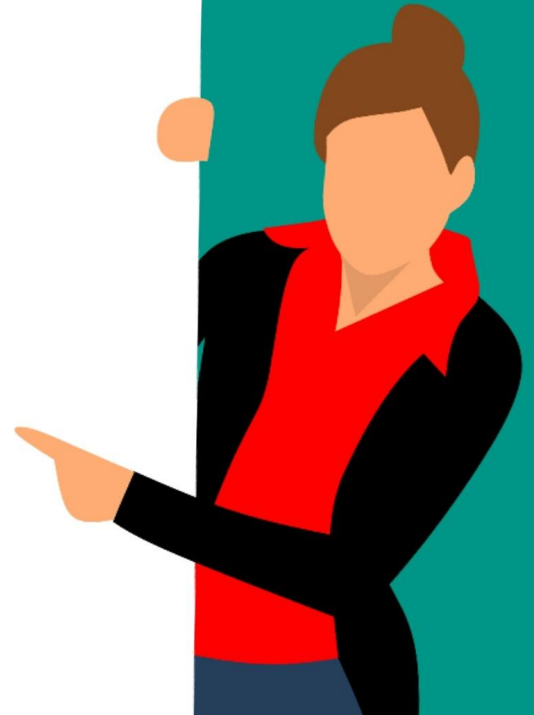
Evaluation

"Evaluation is any effort to use assessment evidence to improve institutional, departmental, divisional, or agency effectiveness (Upcraft and Schuh, 1996 p. 19)."

Assessment helps us answer questions

- What impact do you hope for?
- What is your program/event/initiative supposed to accomplish?
- What do students need to be successful?
- When and why do those needs change?
- What do I want students to be able to do and/or know as a result of my course/workshop/service/program?
- How do we provide evidence that student learning and/or development is occurring?
- How well are we doing it? How do we know?
- How do we use the information to improve or celebrate successes?

Having Answers Shifts Attention

From planning or maintaining activities/services and things to "do"

To thinking about how to change the student or student experience as a result of what we do

From asking, "what are we going to do?"

To asking, "how will students be different, change, grow, etc. as a result of what we do?"

What we do

We offered 20 workshops on responsible drinking

We developed and distributed newsletters to 300 community partners

We had 200 students attend a leadership training

What difference are we making

Are students drinking more responsibly?

Have relationships between the community and the campus improved?

Do student leaders have effective skills, knowledge, and abilities?

Why is everyone talking about this assessment thing right now?

External Pressures
Accountability
Rising Costs
Quality Control
Accreditation

Internal Pressures
Budgetary Constraints
Effectiveness Issues
Quality of Programs/Services

Outcomes Based Assessment

So why do we need Outcomes?

Outcomes are the criteria by which we understand our impact.

How do you know you have achieved your goals?

Outcomes allow you to speak to your impact.

What is an Outcome?

A statement describing a task to be accomplished or a point to be reached.

An outcome is specific, observable, and measurable.

Outcomes describe what things would be like if your work had the impact you aim for.

Goal vs. Outcome

Goals are general and longer term

May come from program review, strategic planning

Outcomes are specific and can be measured in a shorter period, such as a quarter, year, or on a project basis

Answers "how" or "what" or "how much"

University Mission and Outcomes

Divisional Mission and Outcomes

Department Mission and Outcomes

Programs and Services

Assessment

A Logic Model Represents: A Logical Chain of Connections

INPUTS	OUTPUTS	OUTCOMES

Program investments → Activities → Participation → Short → Medium → Long-term

What we invest	What we do	Who we reach	What results
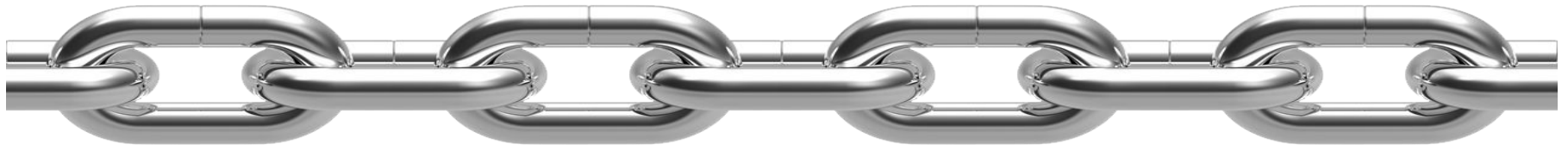
Mission Statement

4 core components:
- **Who are we?**
- **What do we do?**
- **Why do we do it?**
- **For whom do we do it?**

Format example:

The mission of *<the name of your department>* is to *<your primary purpose(s)>* by providing *<your primary functions/activities/services>* to *<your stakeholders>*.

Process v. Learning Outcomes

Process Outcomes:
What a <u>program/activity</u> will **do, achieve,** or **accomplish** <u>for it's own improvement</u>
➢ measures process

Learning Outcomes:
What <u>people</u> will **know, feel,** or **be able to do** <u>as a result of participation</u>
➢ measures impact

The mission of *Galactic Empire* is to *ensure security and stability* by providing *swift military enforcement* to *citizens of the galaxy far, far away*.
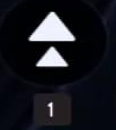
Process Outcome: We will have one million Stormtroopers in our ranks

Original idea by Kristen McKin

Learning Outcome: All Stormtroopers will be able to effectively pilot a TIE fighter in combat.

Original idea by Kriste

Student Services Examples

The mission of *Career Services* is to *empower students and alumni throughout their career journey* by providing *resources, strategies and opportunities to assist in identifying skills, interests, and values to discover meaningful professional experiences* collaborating with *university departments and potential employers to holistically serve students and alumni*.

The mission of *Student Conduct* is to *provide a safe, fair, developmentally empowering experience where students can learn, grow and be successful* through *our procedures, and programs* to *promote respect, individuality, and personal responsibility in the campus community.*

Career Services "Job Search Workshop"

Outcome	Program	Learning
Career Services staff will provide 45-minute sessions to at least 70% of all new students during fall semester.	✔	
Students who attend a Job Search Workshop session will be given a Career Services calendar for that semester with relevant programs highlighted.	✔	
Students who attend a Job Search Workshop session will be able to list two professional preparation tasks they should complete their first year.		✔

Student Conduct: Conduct Boards Process

Outcome	Program	Learning
Students who go through a Student Conduct Board will be able to explain one way in which they could have avoided violating the Student Code.		✔
75% of all Student Code violations which occur on campus will go through the Student Conduct Boards instead of to the Office of Student Judicial Affairs.	✔	
Students who go through a Student Conduct Board will be given information about how to appeal the decision at the end of the hearing.	✔	

SMART is a mnemonic device that can serve as your checklist for ensuring well-written outcomes.

- Specific
- Measurable
- Achievable
- Relevant
- Time-specific

| A Audience | B Behavior | C Condition | D Degree |

Audience: Who are the student learners?
Behavior: What will the students be able to think, know, or do?
Condition: Under what circumstances/context will the learning occur?
Degree: How well or how much must the behavior be performed?

Condition   Audience

Example: *As a result of participating in the Leadership 101 Workshop, student employees*

will explain three of the five leadership traits in Kouzes and Posner's The Leadership Challenge.

Behavior   Degree

Students

who go through a Student Conduct Board will be able to explain one way in which they could have avoided violating the Student Code.

The Assessment Workshop participants will understand why writing a student learning outcome is done.
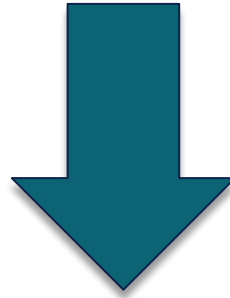
After attending the Assessment Workshop, participants will be able to explain 3 reasons for writing effective student learning outcomes.

Students will experience compassionate, high quality support when interacting with Student Health.

After visiting the department the student will be able to articulate how to take appropriate next steps as needed for their visit

Creating
- The student can put elements together to form a functional whole, create a new product or point of view : **assemble, generate, construct, design, develop, formulate, rearrange, rewrite, organize, devise.**
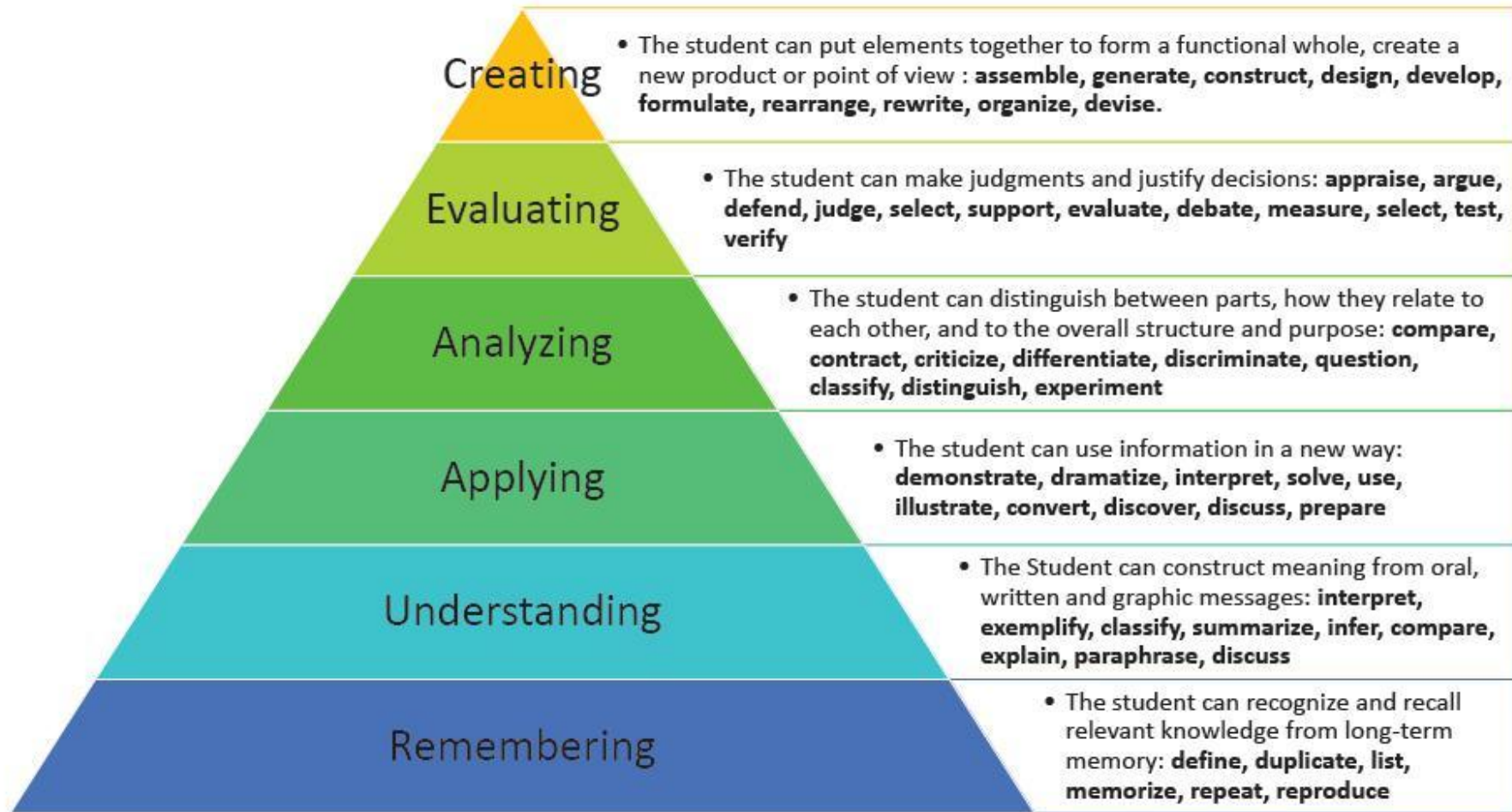
Evaluating
- The student can make judgments and justify decisions: **appraise, argue, defend, judge, select, support, evaluate, debate, measure, select, test, verify**

Analyzing
- The student can distinguish between parts, how they relate to each other, and to the overall structure and purpose: **compare, contract, criticize, differentiate, discriminate, question, classify, distinguish, experiment**

Applying
- The student can use information in a new way: **demonstrate, dramatize, interpret, solve, use, illustrate, convert, discover, discuss, prepare**

Understanding
- The Student can construct meaning from oral, written and graphic messages: **interpret, exemplify, classify, summarize, infer, compare, explain, paraphrase, discuss**

Remembering
- The student can recognize and recall relevant knowledge from long-term memory: **define, duplicate, list, memorize, repeat, reproduce**

Tips and Tricks to Writing Effective Outcomes

Avoid double-barreled outcomes A̶N̶D̶

If possible, write learning outcomes that measure behavior and not a thought or belief.

Quality and high priority outcomes over quantity

Start small and with manageable outcomes

Outcomes tl;dr

Is the outcome aligned with foundational documents?

Does the outcome describe what the program intends for students to know, think, or do? Or does the program describe what the program intends to accomplish or achieve?

Can the outcome be used to make decisions on how to improve a program or service?

Is it SMART?

Specific
Measurable
Achievable
Relevant
Time-Specific

If it's about learning, does it follow the learning ABCDs?

Audience
Behavior
Degree
Condition

Conducting Assessment

Assessment Cycle
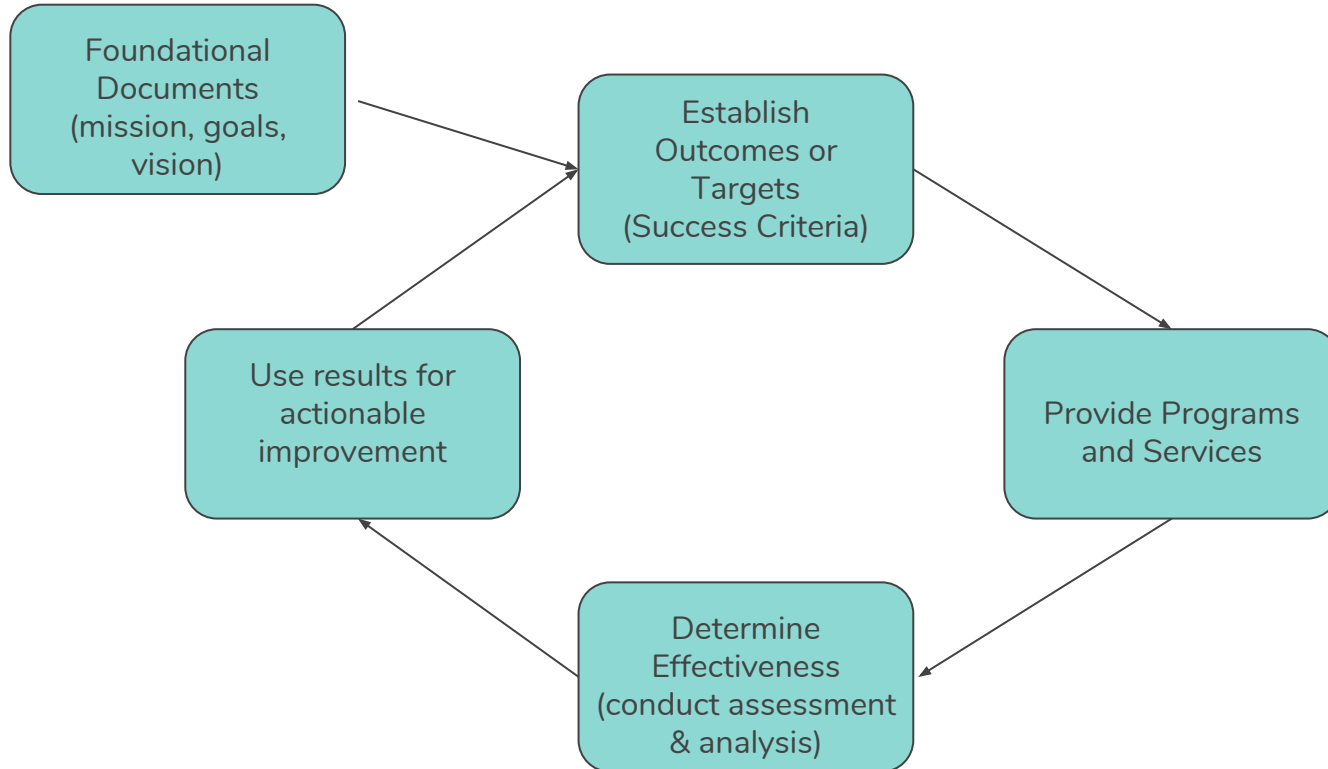
Getting Started

Why are you doing this assessment?

What do you hope to learn from doing the assessment?

Who is the audience for your assessment results?

Who should be involved in the assessment project?

Type of Project

Formative

Conducted during the program
Purpose is to provide feedback
Used to shape, modify, or
improve program

Summative

Conducted after the program
Makes judgment on quality,
worth, or compares to standard
Can be incorporated into future
plans

Types of Assessment

- Utilization
  - Usage Numbers
  - Tracking participation in programs or services
- Satisfaction
  - Level of satisfaction with or perceptions of a program or service
- Needs Analysis
  - Gathering information about the needs/challenges of a specific group
- Program/Service Assessment
  - Demonstrate that a specific program/service is meeting particular service or production targets
- Learning Outcomes
  - Show a specific program/service is contributing to changes in knowledge, abilities or values in the participants

Direct V. Indirect Approaches

Direct

Any process employed to gather data that requires students to demonstrate their knowledge, behavior, or thought processes.

Survey Question Example:

Where would you go on campus or who would you consult if you wanted to find out about

Indirect

Any process employed to gather data that asks students their perception/reflection of their knowledge, behaviors, or thought processes.

Survey Question Example:

I know where to go or who to consult on campus about
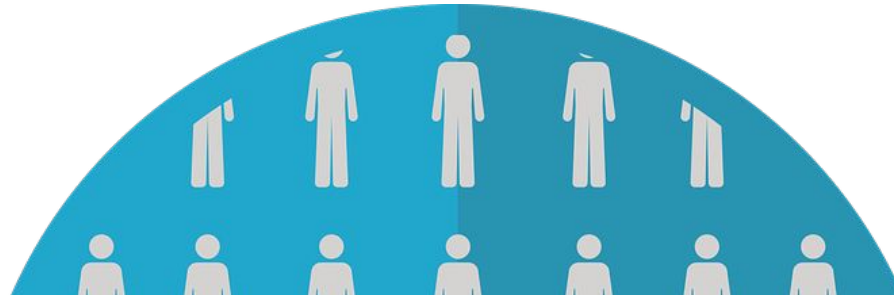
Agree
Neither Agree nor Disagree
Disagree

Population vs. Sample

Population: the whole group

Survey goes to the entire campus

Sample: A subsection of that group

Survey goes to students in Psychology 101

etc.

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Methods:Qualitative vs. Quantitative Conundrum

The approach you choose should depend on the questions being asked. Both paradigms lend themselves to quality research, to answering
complex questions.

One is not "harder" than the other.
You are not "smarter" or more valid if you do quantitative work,
Nor is the data more valid

A
B
C
D
E
F
G
H
I
etc.

Methods

Quantitative

Observation

Rubrics

Existing Data

Surveys

Qualitative

Observation

Interviews

Focus Groups

Document Analysis

Assessment Questions

Effective assessment questions are:
A direct reflection of the purpose of
the assessment
Are appropriate to the specific
outcomes of a given program
or service
Can be answered realistically
Measurable

Utilization Assessment

Assessment Purpose: To gain a better understanding of the frequency or extent to which students are interacting with your staff.

Assessment Questions:
During what periods of time is front desk staff most needed to serve students during the academic year?

How often do staff meet with students as compared to other job duties?

Data Collection Methods:
Front desk tally
Card swipe data
Staff Time diary
Survey

Satisfaction Assessment

Assessment Purpose: To know more about the level of satisfaction students have with your services.

Assessment Question:
How generally satisfied are students with our services?

Which programs/events were students most satisfied with?
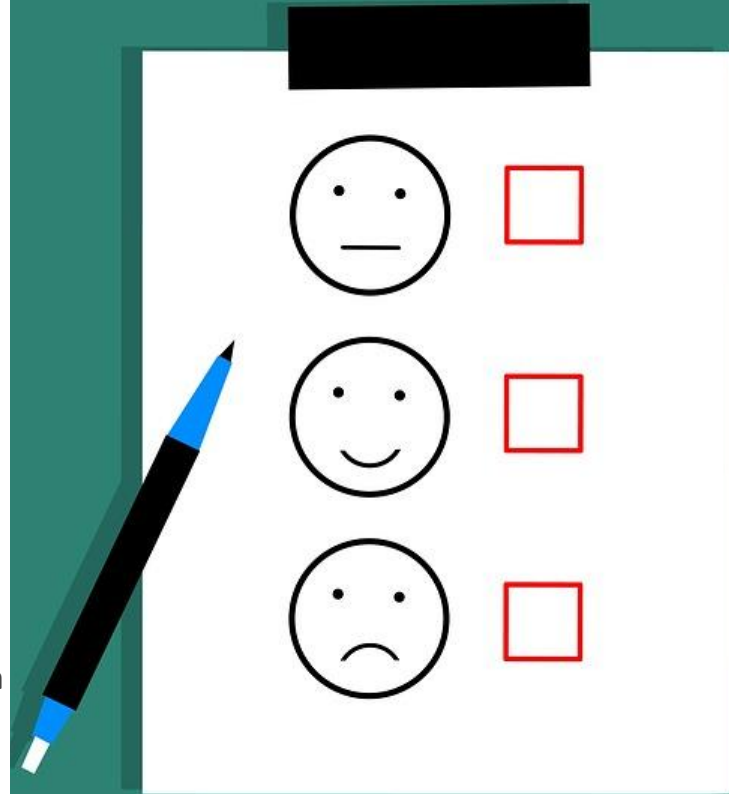
Data Collection Methods:
Survey

Possible Survey Item: Please rate your level of satisfaction with the following (scale 1-5, 1=very dissatisfied, 5=very satisfied):
Staff friendliness
Availability of support staff
Resources

Needs Assessment

Assessment Purpose: To determine what types of services/programs are most needed among my parenting
population of students being served.

Assessment Questions:
How can the center better support parenting students?
What are the greatest academic and social challenges among our parenting students?

Data Collection Methods:
Focus groups

Possible Topic: Please describe the experience of being a parent on campus. What challenges do you encounter?

Program/Service Assessment

Assessment Purpose: To assess effectiveness of outreach
efforts in order to determine what (if any) changes should be made to our programs.

Assessment Questions:
Was our outreach effort effective among first-generation students?

Do first-generation students exposed to outreach programs utilize department services?

Data Collection Methods:
Utilization survey (pre-post outreach effort)
Count

Learning Assessment

Assessment Purpose: To evaluate the effectiveness of a workshop in teaching participants how to create an assessment plan.

Assessment Questions:

How did participants score on the final assessment plan rubric? (DIRECT)

Did participants' self-rated confidence in conducting assessment increase on the post-test? (INDIRECT)

Data Collection Methods:

Portfolio-based assessment (rubric scores)

Self-ratings survey (pre-post change)

Closing the Loop

-Plan with the end in mind.
-Gather useful, meaningful data.

-Analyze data.

-Develop reports or other ways to share data.

-Make decisions based on findings.

    -Often requires an implementation plan

Assessment Planning: Program or Service Planning

Assessment Projects:

Year 1	Year 2	Year 3	Year 4
Focus Group on Student Needs	No assessment

Implement a program to address need/ refine existing program learning outcomes to align with needs | Assessment of 1-2 program learning outcomes | Assessment of 1-2 program learning outcomes |

Assessment Planning: Spot Checking

Assessment Projects:

Year 1	Year 2	Year 3	Year 4
Focus Group on Student Needs	No assessment Results were positive, so minimal changes were made	No assessment	Survey Assessment of 1-2 program learning outcomes

Assessment Planning: Balancing Multiple Programs/Services

Assessment Projects:

Year 1	Year 2	Year 3	Year 4
Assess outcomes of major program using pre-post survey	No assessment Make changes to the program	Survey Assessment on new version of program	No assessment
Compare utilization rates of service for different populations	Request or utilize existing data on population of interest that does not engage with service	Focus group with a population of interest	Make changes to outreach towards population of interest

Sources and Further Reading

Bresciani, M. J., Moore Gardner, M., & Hickmott, J. (2009). Demonstrating student success: A practical guide to outcomes-based assessment of learning and development in student affairs. Sterling, VA.: Stylus.

Bresciani, M.J. (December, 2003). Identifying projects that deliver outcomes and provide a means of assessment: A concept mapping checklist. National Association for Student Personnel Administrators, Inc NetResults E-Zine.

Schuh, J. H. & Upcraft, M. L. (2001). Assessment practice in student affairs. San Francisco: Jossey-Bass.

Questions?