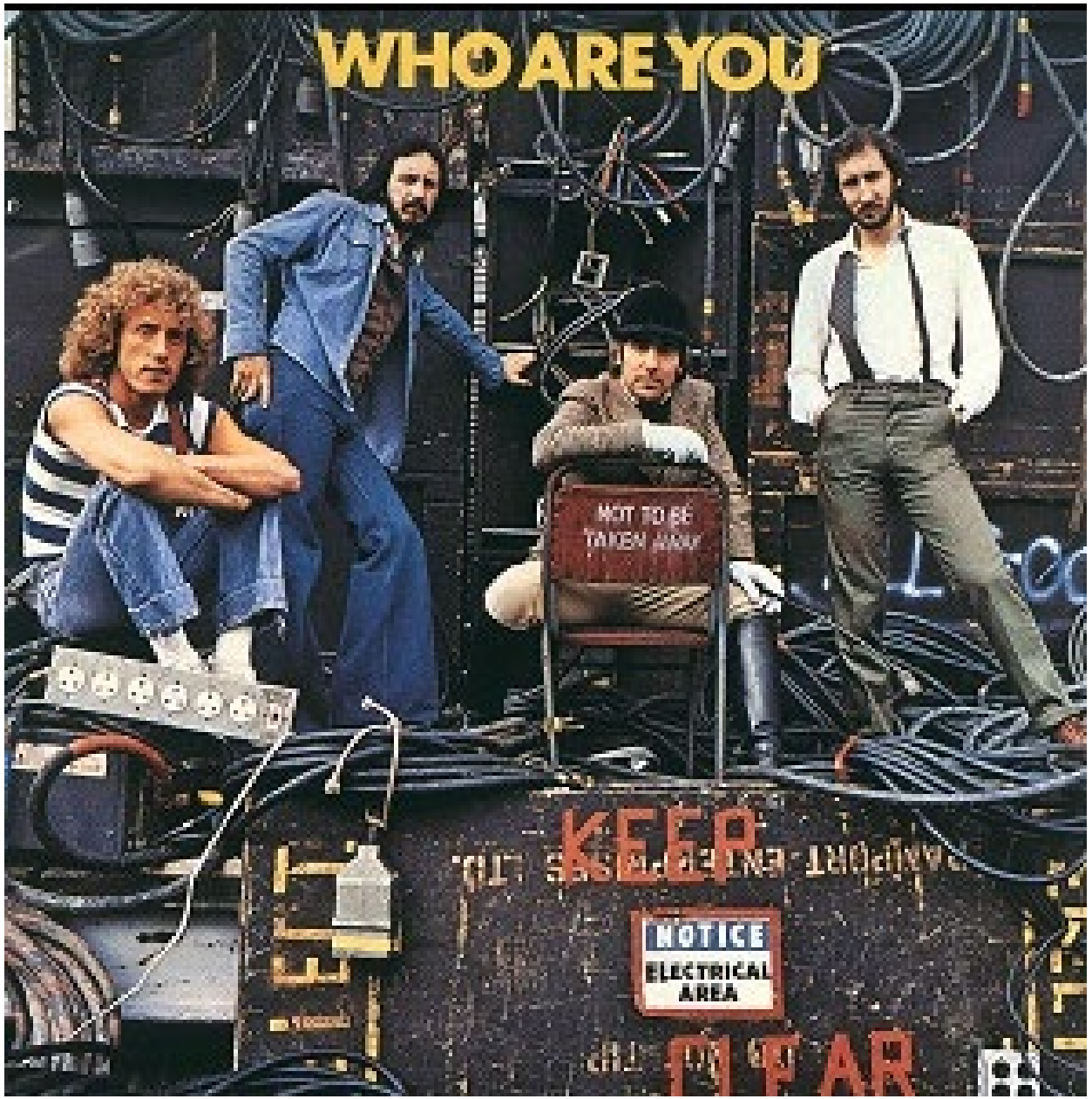
Applying & Leading Assessment in Student Affairs

Joe Levy

@joebookslevy


WHO ARE YOU
NOT TO BE
TAKEN AWAY
KEEP
NOTICE
ELECTRICAL
AREA

Outcomes of Session

Explore five **common assessment myths**

Reinforce assessment **purpose** and **process**

Identify **available resources** for assessment

Reflection & Call to Action

Common Assessment Myths

Myth #1:
Don’t Know What Assessment Is

Is this like research? Or evaluation? Or…

Is this like research? Or evaluation? Or… (cont.)

Engag

student

asuring

terment.

Image courtesy of me ☺

Don’t we already do this?

Don’t we already do this? (cont.)

Myth #2:
That’s Not My Job/Responsibility

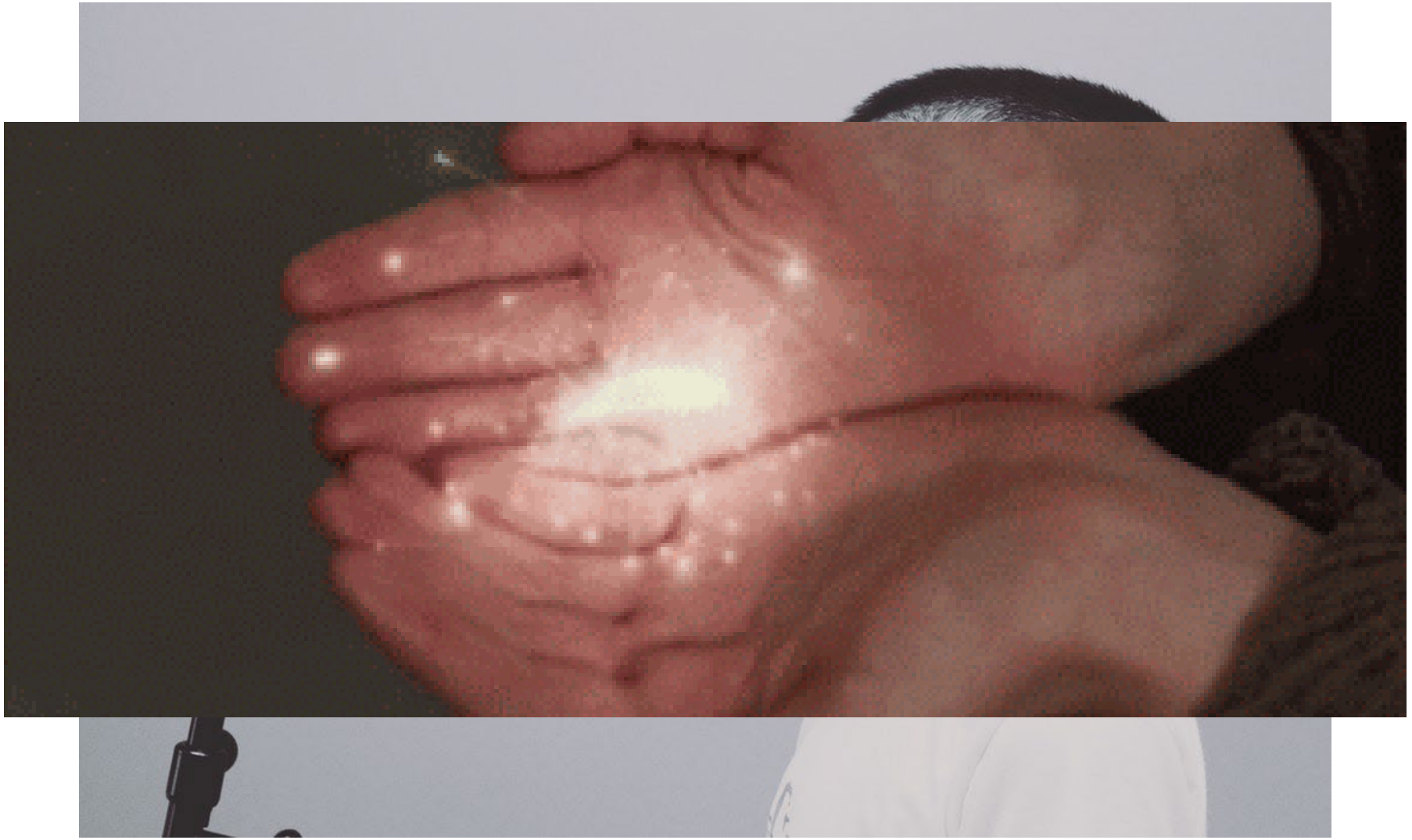
Not My Job!

Assessment People “Do” Assessment

Myth #3:
Historical & (School) Cultural Issues

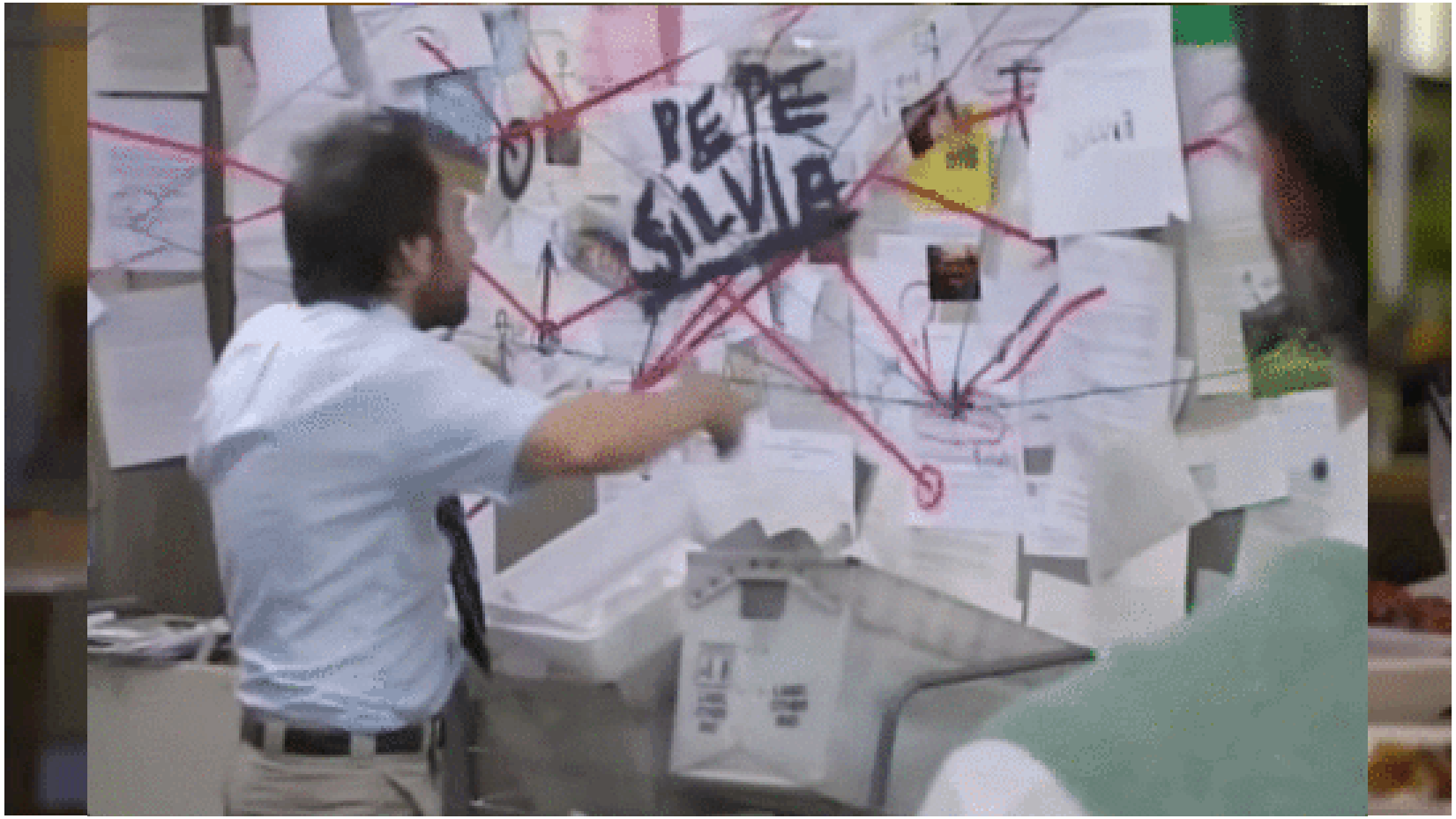
We’ve always done it this way…

I’m not empowered to do this…



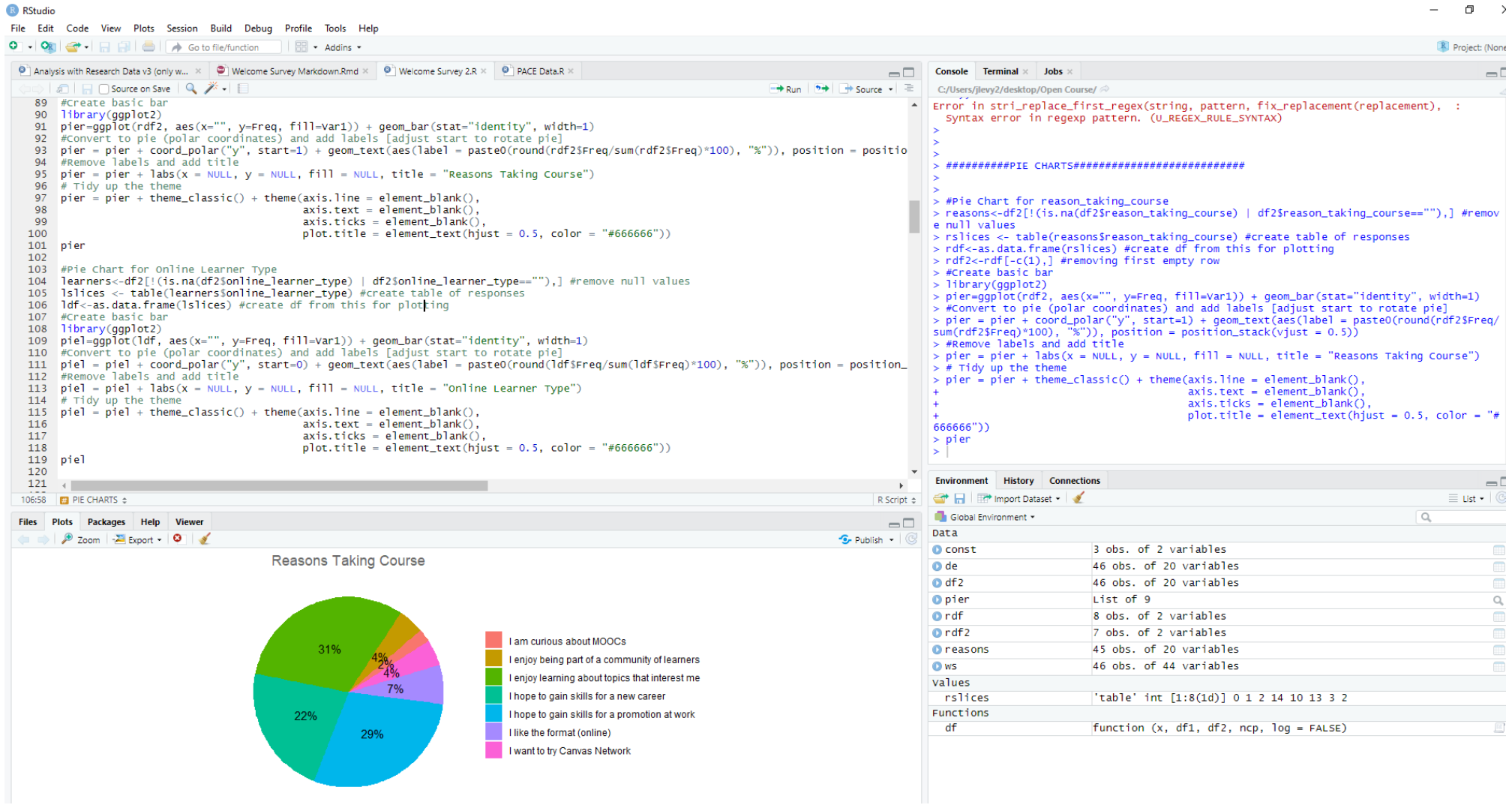
Myth #4:
Not Enough Resources/Time For Assessment

This wasn’t part of our goals/strategy…



We don’t have the skills or technology

Freeware


RStudio
File Edit Code View Plots Session Build Debug Profile Tools Help
Analysis with Research Data v3 (only w...
Welcome Survey Markdown.Rmd
Welcome Survey 2.R
PACE Data.R
#Create basic bar
library(ggplot2)
pier=ggplot(rdf2, aes(x="", y=Freq, fill=Var1)) + geom_bar(stat="identity", width=1)
#Convert to pie (polar coordinates) and add labels [adjust start to rotate pie]
pier = pier + coord_polar("y", start=1) + geom_text(aes(label = paste0(round(rdf2$Freq/sum(rdf2$Freq)*100), "%")), position = positio
#Remove labels and add title
pier = pier + labs(x = NULL, y = NULL, fill = NULL, title = "Reasons Taking Course")
# Tidy up the theme
pier = pier + theme_classic() + theme(axis.line = element_blank(),
axis.text = element_blank(),
axis.ticks = element_blank(),
plot.title = element_text(hjust = 0.5, color = "#666666"))
pier
#Pie Chart for Online Learner Type
learners<-df2[!(is.na(df2$online_learner_type) | df2$online_learner_type==""),] #remove null values
lslices <- table(learners$online_learner_type) #create table of responses
ldf<-as.data.frame(lslices) #create df from this for plotting
#Create basic bar
library(ggplot2)
piel=ggplot(ldf, aes(x="", y=Freq, fill=Var1)) + geom_bar(stat="identity", width=1)
#Convert to pie (polar coordinates) and add labels [adjust start to rotate pie]
piel = piel + coord_polar("y", start=0) + geom_text(aes(label = paste0(round(ldf$Freq/sum(ldf$Freq)*100), "%")), position = position_
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plot.title = element_text(hjust = 0.5, color = "#666666"))
piel
PIE CHARTS
R Script
Console Terminal Jobs
Error in stri_replace_first_regex(string, pattern, fix_replacement(replacement), :
Syntax error in regexp pattern. (U_REGEX_RULE_SYNTAX)
########PIE CHARTS#########################
#Pie Chart for reason_taking_course
reasons<-df2[!(is.na(df2$reason_taking_course) | df2$reason_taking_course==""),] #remove null values
rslices <- table(reasons$reason_taking_course) #create table of responses
rdf<-as.data.frame(rslices) #create df from this for plotting
rdf2<-rdf[-c(1),] #removing first empty row
#Create basic bar
library(ggplot2)
pier=ggplot(rdf2, aes(x="", y=Freq, fill=Var1)) + geom_bar(stat="identity", width=1)
#Convert to pie (polar coordinates) and add labels [adjust start to rotate pie]
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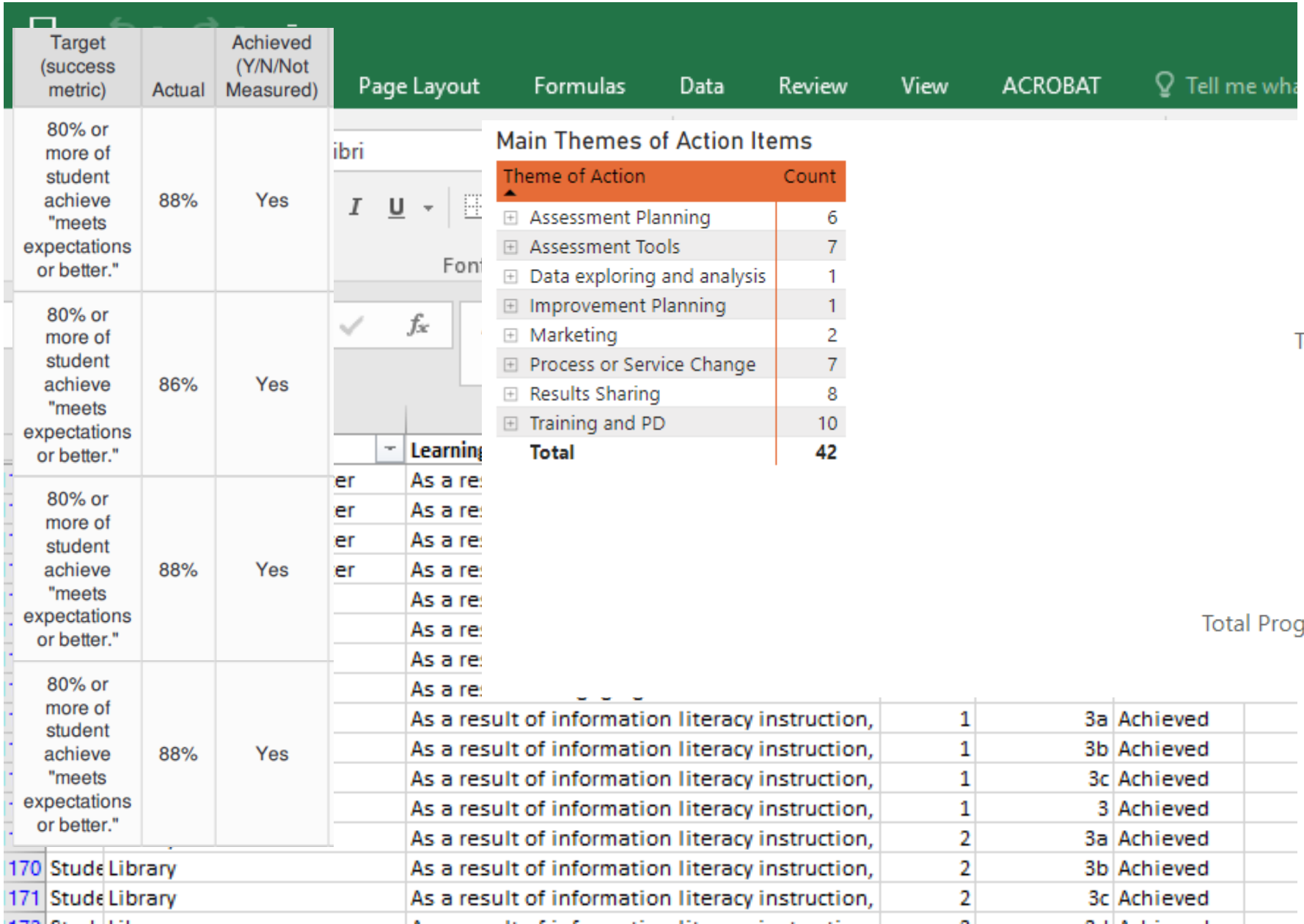
pier
Environment History Connections
Import Dataset
Global Environment
Data
const 3 obs. of 2 variables
de 46 obs. of 20 variables
df2 46 obs. of 20 variables
pier List of 9
rdf 8 obs. of 2 variables
rdf2 7 obs. of 2 variables
reasons 45 obs. of 20 variables
ws 46 obs. of 44 variables
Values
rslices 'table' int [1:8(1d)] 0 1 2 14 10 13 3 2
Functions
df function (x, df1, df2, ncp, log = FALSE)
Files Plots Packages Help Viewer
Zoom Export Publish
Reasons Taking Course
31%
4%
2%
4%
7%
22%
29%
I am curious about MOOCs
I enjoy being part of a community of learners
I enjoy learning about topics that interest me
I hope to gain skills for a new career
I hope to gain skills for a promotion at work
I like the format (online)
I want to try Canvas Network

Typical Reporting



Target (success metric)	Actual	Achieved (Y/N/Not Measured)
80% or more of student achieve "meets expectations or better."	88%	Yes
80% or more of student achieve "meets expectations or better."	86%	Yes
80% or more of student achieve "meets expectations or better."	88%	Yes
80% or more of student achieve "meets expectations or better."	88%	Yes

Page Layout Formulas Data Review View ACROBAT Tell me wha

Main Themes of Action Items

Theme of Action	Count
Assessment Planning	6
Assessment Tools	7
Data exploring and analysis	1
Improvement Planning	1
Marketing	2
Process or Service Change	7
Results Sharing	8
Training and PD	10
Total	**42**

42

Total Action Items

11

Total Programs/Depts with Action Items

170	Stude	Library	As a result of information literacy instruction,	2	3b	Achieved		
171	Stude	Library	As a result of information literacy instruction,	2	3c	Achieved		

Myth #5:
Results Will Be Used Against Me

Don’t want to be evaluated/scrutinized

Nothing happens with results anyway

Reinforcing Purpose & Process

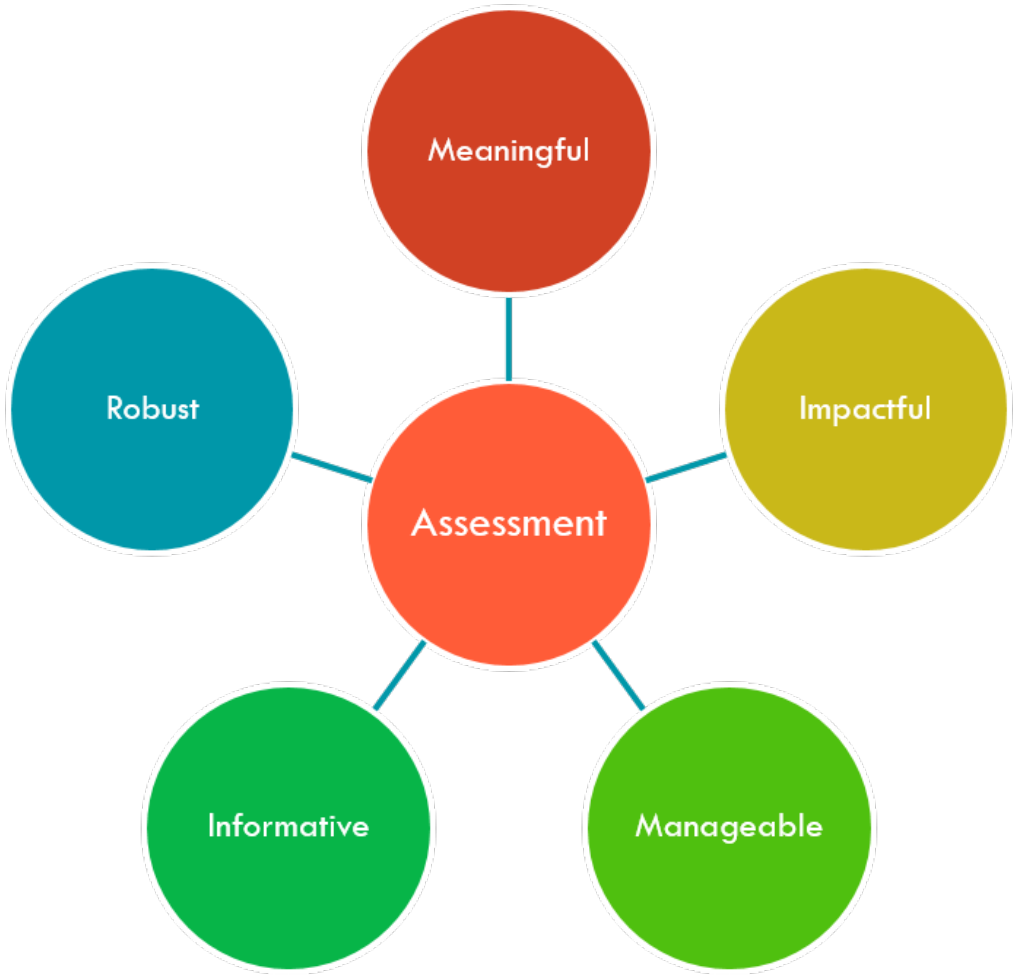
Answer and Evidence

How do we know students learn what's intended?

What does achievement of learning look like?

What have we learned about student learning which we can use to improve/act for the future?

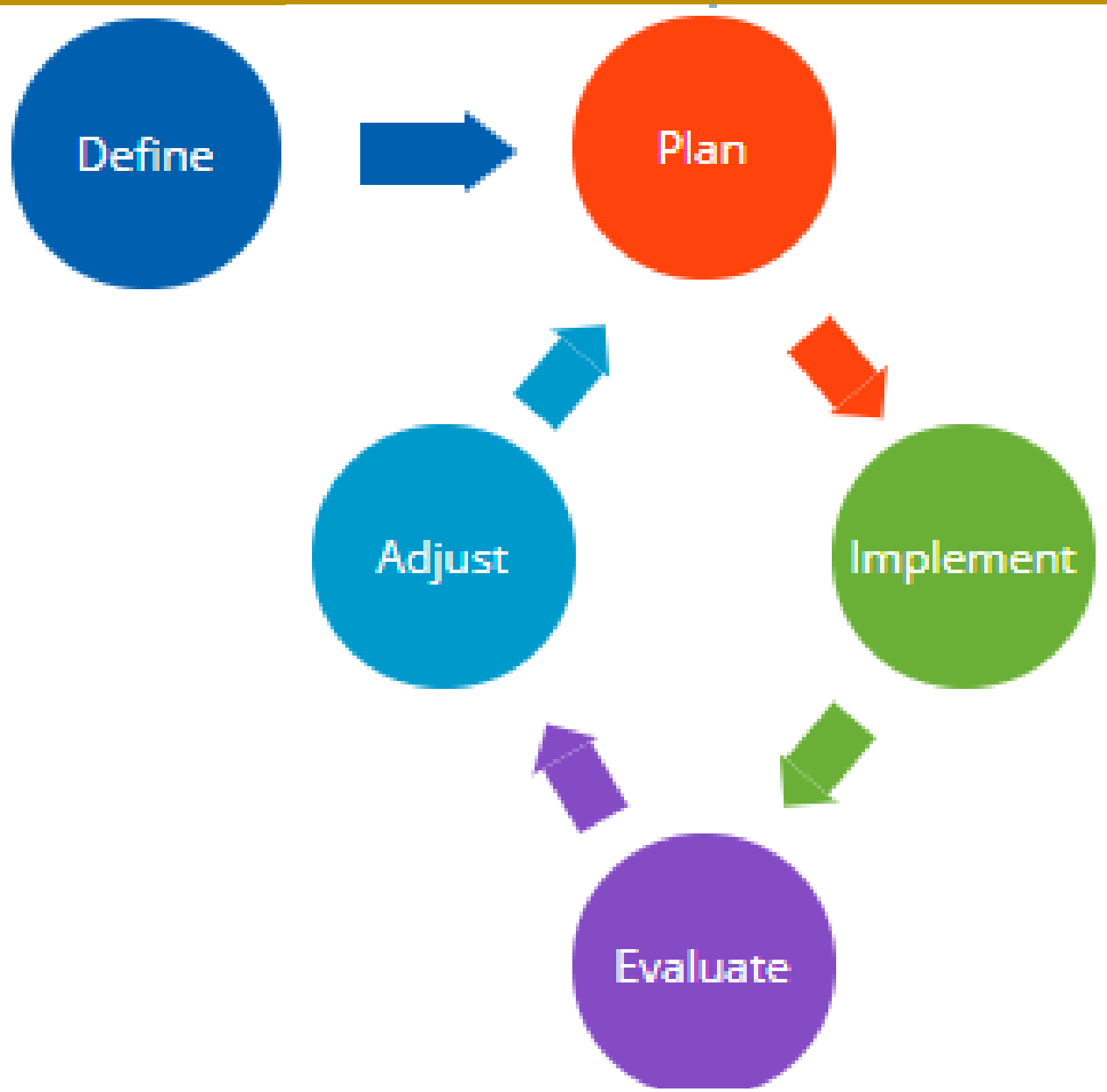
What Assessment Should Be



Meaningful

Manageable

How Assessment Looks



Socialize & Normalize

Embed & Connect

Activity/Discussion

https://tinyurl.com/ppeynmhf

Busting your Barriers

What myths do you struggle to bust?

1. Don't know what assessment is
2. Assessment is not my job/responsibility
3. Historical & cultural issues
4. Not enough resources/time for assessment
5. Results will be used against me

What are at least 3 ways to minimize/mitigate issues?

Busting your Barriers (Keynote Callback)

What barriers do you struggle with most?

1. Lack formal training/experience in assessment
2. Lack of agency and autonomy can discourage work
3. Individualized efforts prevents support/community
4. Lack (internal) accountability mechanisms (+/-)

What are at least 3 ways to minimize/mitigate issues?

Available Resources

External – Organizations

National Institute for Learning Outcomes Assessment

STUDENT AFFAIRS ASSESSMENT LEADERS

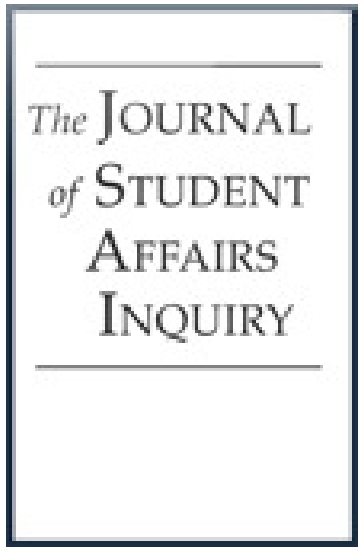
Association for the Assessment of Learning in Higher Education
AALHE
PROMOTING ASSESSMENT FOR LEARNING

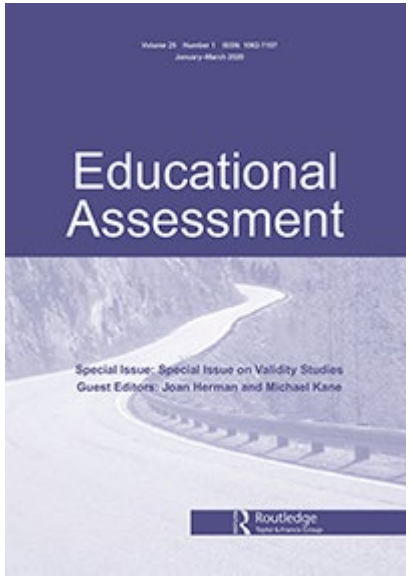
NASPA
Assessment, Evaluation, and Research KC

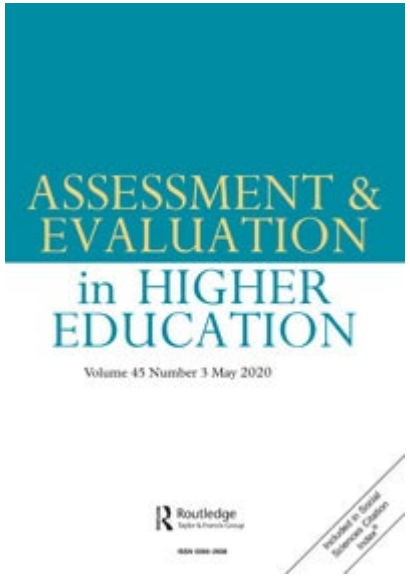
COMMISSION for Assessment & Evaluation

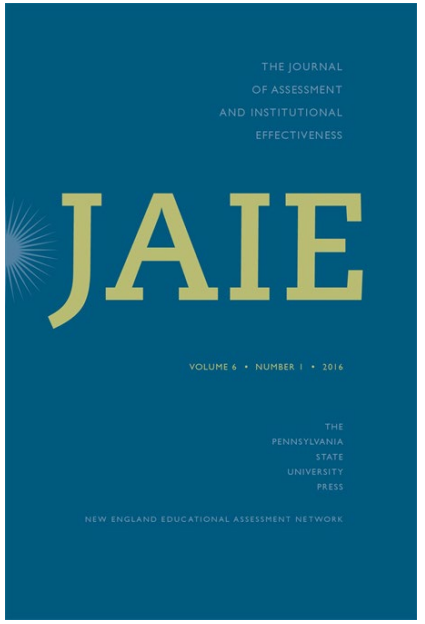
CAS Council for the Advancement of Standards in Higher Education

External – Journals/Blogs









Journal of Student Affairs Research and Practice

Journal | Health, Safety, and Well-being | Student Success | Policy and Advocacy | Supporting the Profession | Equity, Inclusion and Social Justice | Professional Standards Division | Student Affairs Partnering with Academic Affairs | AVP or "Number Two" | Mid-Level | Senior Level | VP for Student Affairs

STUDENT AFFAIRS ASSESSMENT LEADERS

Association for the Assessment of Learning in Higher Education
AALHE
PROMOTING ASSESSMENT FOR LEARNING

External - Listservs

National Institute for Learning Outcomes Assessment

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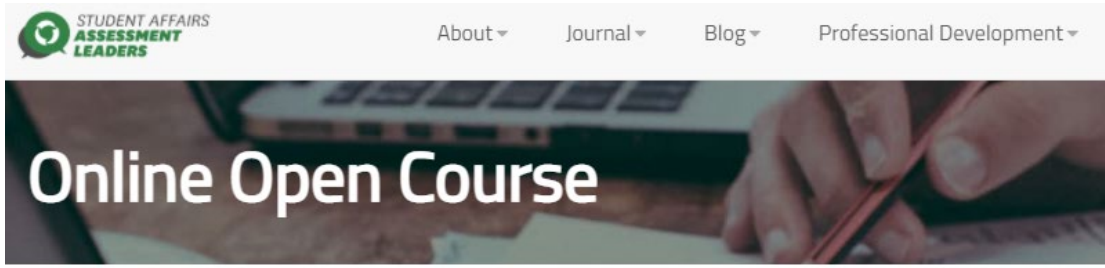
PROMOTING ASSESSMENT FOR LEARNING

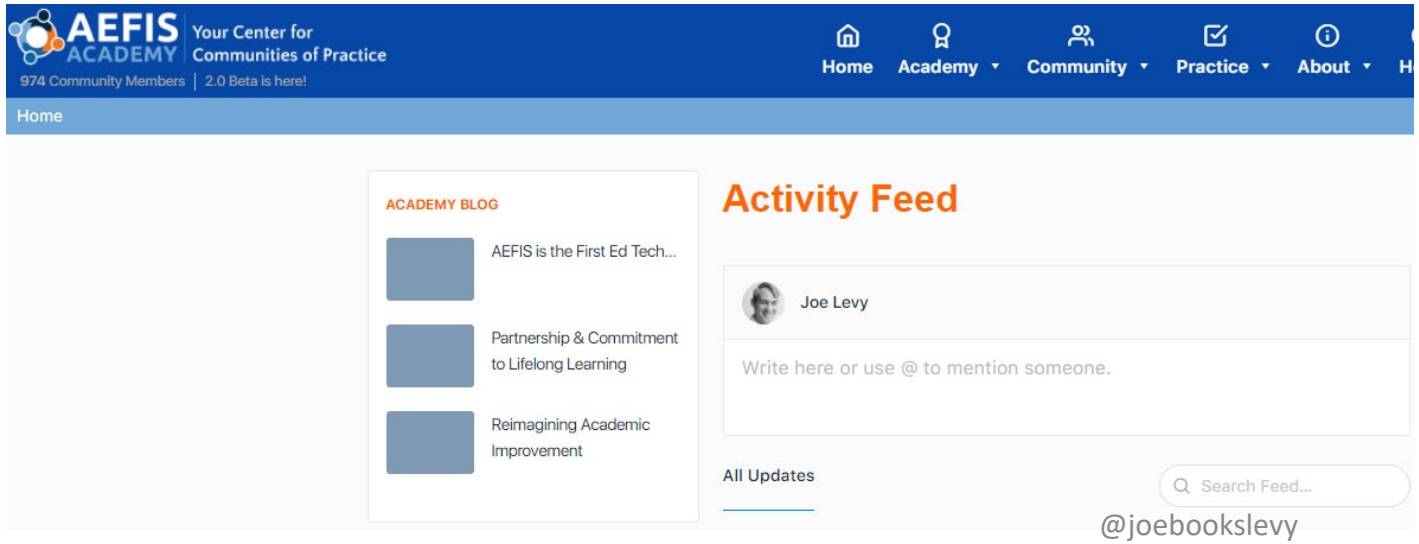
ILLINOIS
The Career Center
STUDENT AFFAIRS

Assessment and Research in Career Services (ARCS)

The ARCS Network facilitates conversation among career services professionals engaged in assessment in practice settings.

Free Structured Environments





Applying and Leading Assessment in Student Affairs

2021 Course: February 8, 2021 - April 5, 2021

Registration is open (click below)! *Registration closes March 26, 2021.*

@joebookslevy

8 self-paced modules of…

- 8 discussion boards
- 7 quizzes
- 2 written assignments
- Video lectures & personal takes
- Required & further-learning readings
- Optional small groups & live sessions

1. Assessment Foundations for Effective Practice
2. Assessment Planning
3. Coaching & Consulting
4. Aligning Assessment w/ Institutional Priorities
5. Critical Approaches & Mindsets
6. Using Data to Inform Decisions
7. Culture of Assessment
8. Connecting Concepts to Advance SA Assessment

Next Open Course

Stay tuned to SAAL website for future course details!
http://studentaffairsassessment.org/online-open-course

We already have an interest form available so you can give your email and get updated first with new course launch and registration information:
https://forms.gle/4vnWAdXnM5ec39ds5

Reflection & Call to Action

Nature of Mythbusting

Prepare from Purpose

Manage for it to Matter

Be Realistic

Advancing Assessment

How can you make assessment more meaningful?

How can you make assessment more manageable?

What are at least 2 resources to leverage now?

Contact Info

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