

2014 ACPA STUDENT AFFAIRS ASSESSMENT INSTITUTE

• Schedule-at-a-Glance •

- **Plenary Sessions** – All institute participants will be together during meals and Plenary Sessions.
- **Tracks** – Department/Program track participants will walk away with a start-to-finish assessment plan designed to measure student learning outcomes and/or other programmatic outcomes while participants in the Divisional track will walk away with keys for developing a division-wide assessment plan for their own campuses.
- **Choose Your Own Adventure (CYOA) Sessions** – During each CYOA session, choose the topic in which you are most interested. There are two sets of CYOA sessions – one focused on Data Collection/Planning, the other focused on Data Analysis.

Start Time	End Time	Session Description
Tuesday, June 24, 2014		
1:00 PM	4:00 PM	Pre-Institute Sessions Assessment 101 Assessment & Accreditation
4:30 PM	6:00 PM	Assessment Technology Fair

Start Time	End Time	Session Description	
Wednesday, June 25, 2014			
8:00 AM	8:30 AM	Continental Breakfast (Provided)	
8:30 AM	8:45 AM	Welcome and Overview	
8:45 AM	10:00 AM	Plenary Session – Student Affairs Assessment: Where are we?	
		Department/Program	Divisional
10:15 AM	11:45 AM	Designing an Assessment Plan	Divisional Assessment Planning and Coordination
12:00 PM	1:00 PM	Lunch (Provided)	
		Department/Program	Divisional
1:00 PM	2:30 PM	Writing Success Criteria	Aligning Goals and Outcomes Across the Division
2:45 PM	4:15 PM	Department Data Collection Decisions	Divisional Data Collection Decisions
4:15 PM	4:30 PM	Break	
4:30 PM	6:00 PM	Choose Your Own Adventure – Data Collection/Planning Survey Design Developing Rubrics Conducting Focus Groups & Interviews Assessment Mapping	
6:00 PM	8:00 PM	Dinner (Provided)	

Start Time	End Time	Session Description	
Thursday, June 26, 2014			
8:00 AM	8:30 AM	Continental Breakfast (Provided)	
8:30 AM	10:00 AM	Choose Your Own Adventure – Data Collection/Planning Developing Rubrics Conducting Focus Groups & Interviews Benchmarking Beyond the Checkbox	
10:15 AM	11:45 AM	Qualitative Analysis	Quantitative Analysis
12:00 PM	1:00 PM	Lunch (Provided)	
1:15 AM	2:15 AM	Plenary Session - The Politics of Assessment in a Complex Environment	
2:30 PM	4:00 PM	Choose Your Own Adventure – Data Analysis Data Visualization Using Rubrics Data Hoarding Data Triangulation: Using Multiple Data Sources to Improve Practice	
4:00 PM	4:15 PM	Break	
4:15 PM	5:45 PM	Choose Your Own Adventure – Data Analysis Content Analysis Data Visualization Using Rubrics Dashboards	
6:00 PM		Dinner (Not provided with Institute fee)	

Friday, June 27, 2014			
8:00 AM	8:30 AM	Continental Breakfast (Provided)	
		Department/Program	Divisional
8:45 AM	10:15 PM	Sharing and Using Results of Assessment	Synthesizing and Using Results Across the Division
10:30 AM	11:30 AM	Plenary Session: Building a Culture of Assessment	
11:45 AM	12:45 PM	Closing and Lunch	

2014 ACPA STUDENT AFFAIRS ASSESSMENT INSTITUTE

• Session Descriptions •

Pre-Institute Sessions

Assessment 101

This preconference will provide an introduction to assessment in student affairs and prepare you to actively engage in the institute. The purpose is to provide an introduction to those new to assessment, as well as a review for those of you who are more experienced in assessment. Presenters will provide a basic introduction to outcomes based assessment, why it is important, the common terms, benefits/challenges of conducting assessment, and an introduction to the topics that will be covered in subsequent institute sessions, including planning, writing criteria, and methodology. Presenters will include both department and division level examples.

As a result of engaging in this session, participants will be able to:

- Understand the importance of outcomes-based assessment in student affairs.
- Define important assessment terms.
- Articulate the difference between assessment and research.
- 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.
- Introduction to developing goals and outcomes.
- Understand different types of assessment methodologies.

Assessment and Accreditation

Regional accreditation is one of the most important activities completed by American universities and colleges. With accrediting agencies placing greater emphasis on institutional effectiveness and the assessment of student learning, student affairs units play an increasingly important role in this institutional activity. For many, however, the role of student affairs in reaccreditation remains unclear. This pre-conference workshop is designed to elucidate this role for participants. The presenters will provide a general overview of the purpose and process of accreditation, review accreditation standards that commonly apply to student affairs units, and outline best practices for demonstrating compliance with those standards related to institutional effectiveness and the assessment of student learning in particular. Throughout the workshop, participants will complete activities designed to increase awareness of and preparedness for reaccreditation at one's own institution.

As a result of attending this workshop, participants will be able to:

- Describe the purpose, scope, and authority of regional accreditation.
- List the major activities in the regional accreditation process.
- Identify accreditation standards that commonly apply to student affairs unit.
- Describe a timeline for guiding a student affairs unit through the regional accreditation process.
- Detect organizational strengths and weakness related to compliance with institutional effectiveness standards that commonly apply to student affairs units.
- Develop a roadmap for addressing any weaknesses related to compliance with institutional effectiveness standards.

- Develop an index of information commonly needed by student affairs units to demonstrate compliance with institutional effectiveness standards.

Plenary Sessions

Student Affairs Assessment: Completing the Picture of Student Learning, Development, and Achievement

Institutional stakeholders often examine measures such as retention, graduation, and job placement rates to determine the value of a college degree. Metrics such as these are important, but do not fully define student success. By engaging in robust and purposeful assessment practices, student affairs professionals can move beyond common metrics to describe student achievement. Assessment plays an integral role in demonstrating the student learning and development that occurs during college. The results of these assessment efforts are critical to student affairs practitioners enabling them to maximize limited resources, provide a more meaningful student experience, and satisfy broad calls for accountability. Most importantly, these efforts enable student affairs professionals to move beyond common metrics and complete the picture of student learning, development, and achievement.

The Politics of Assessment in a Complex Environment

The purpose of this program is to assist participants in developing the necessary skills, knowledge, and expertise to respond to ethical and political situations that may arise while planning, implementing, and reporting assessment projects. Political astuteness can help the appropriate assessment plans move forward and allows for reporting results that will greatly impact practice. Leadership, public pressure, and administrative concerns can interfere with or create problems for assessment efforts (Upcraft and Schuh, 1996). Therefore, assessment professionals must be able to anticipate and react to politically charged assessment issues.

Department/Program Track Sessions

Designing an Assessment Plan

As a result of engaging in this session, participants will be able to:

- Define the primary types of assessment within student affairs (needs assessment, program evaluation, learning outcomes, usage) and discuss the interrelationships between them
- Identify the steps of the assessment process/cycle
- Articulate key elements necessary for successful implementation of each step in the assessment cycle
- Identify stakeholders and integrate their needs into design and analysis

Writing Success Criteria

As a result of engaging in this session, participants will be able to:

- Understand the importance of assessment goals, objectives and outcomes
- Identify the characteristics of SMART outcomes
- Construct a learning outcome using the ABCD model

Department Data Collection Decisions

As a result of engaging in this session, participants will be able to:

- Define key terms related to data collection methods.

- Discuss key factors in choosing data collection methods.
- Identify the ideal type of data needed, assessment method, and instrument for a particular project.

Sharing and Using Results of Assessment

As a result of engaging in this session, participants will be able to:

- Identify specific audiences and key stakeholders for reporting
- Articulate different options for formats/ delivery methods for results from both qualitative and quantitative analyses
- Determine the appropriate format for conveying results to various audiences
- Be able to take a current assessment project at their institution and develop effective strategies to share and/or use the data to directly improve practice and/or institutional decision-making.

Divisional Track Sessions

Divisional Assessment Planning and Coordination

As a result of engaging in this session, participants will be able to:

- Examine characteristics of a strong assessment culture and the importance to overcoming barriers to building this culture
- Define the components of ongoing, systematic, high-quality assessment projects
- Examine assessment-mapping concepts
- Identify stakeholders' needs & integrate into design and analysis

Aligning Goals and Outcomes across the Division

As a result of engaging in this session, participants will be able to:

- Determine the approach you will undertake to aligning goals & outcomes across the division.
- Articulate links between proposed object of assessment (e.g., departmental services) & divisional or institutional mission.
- Prioritize and align program & learning outcomes with organizational goals/values.

Divisional Data Collection Decisions

As a result of engaging in this session, participants will be able to:

- Determine data needs of various constituencies (e.g., institutional, state, accreditation, and other internal and external accountability demands)
- Identify data collection strategies employed to collect division-wide evidence
- Apply strategies at institutional context
- Determine next steps at home institution
- Respond to potential challenges to assessment methods (e.g., sampling, trustworthiness, reliability, validity, statistical and practical significance)

Synthesizing and Using Results across the Division

As a result of engaging in this session, participants will be able to:

- Articulate important organizing principles (mission, outcomes, goals) that can frame the presentation of results across departments
- Discuss formats and tools for organizing and presenting results to persuade and connect to different constituencies

- Present data in clear, concise, and compelling ways that help translate data into goals/action
- Apply assessment results in the contexts of strategic planning, budgeting, decision-making

Quantitative/Qualitative Analysis

Quantitative Data Analysis

As a result of engaging in this session, participants will be able to:

- Articulate the type of data gained (questions answered) by different statistical methods.
- Understand the limits of, and potential challenges to, data presented using various statistical methods, including aspects of validity, reliability and significance
- Contribute to planning of analysis and decisions about what statistics to use in various situations
- Describe the meaning/interpretation of statistics to a non-technical audience (e.g., “in plain English”)

Qualitative Data Analysis

As a result of engaging in this session, participants will be able to:

- Differentiate between qualitative and quantitative paradigms
- Articulate the underlying assumptions framing the qualitative perspective
- Define and describe the steps involved in qualitative analysis and how to implement them
- Understand concepts of rigor in qualitative research, and how to design a study in ways to ensure ethical trustworthy practice

Choose Your Own Adventure

Data Collection/Planning CYOA Sessions:

Survey Design

While surveys are often the most popular choice of assessment tools, designing surveys that are effective in meeting your goals can be a challenge. This session will take you through the theory behind assessment design, explaining the various ways to create valid survey questions as well as share helpful tips to assist in creating surveys for your assessment needs. Practice time will allow participants to hone their survey-designing skills during the session.

As a result of engaging in this session, participants will be able to:

- Articulate preparation steps for creating a survey
- Identify all phases of the survey design process: developing content, writing questions & response formats, determining survey structure & length, and administering surveys
- Create valid and effective survey items
- Recognize ways to increase survey response rates

Developing Rubrics

A rubric is a scoring tool developed to measure a student’s performance, achievement, or mastery on a given activity. A well-designed rubric can help administrators clarify vague outcomes, involve students more deeply in the assessment of their learning, and improve the consistency of measurement. In this session, participants will learn the common components of a rubric, examine the primary rubric models, and consider a multi-step process for developing rubrics effectively.

As a result of engaging in this session, participants will be able to:

- Identify the components of a rubric
- Describe the primary rubric models
- Identify the steps for developing a rubric

Conducting Focus Groups/Interviews

Do your assessment questions ever ask how or why something is happening? Are you trying to assess learning at “deeper” levels? Then you’ll need an assessment method that moves beyond surface level. Focus groups and interviews are two ways that you can effectively gather in-depth data. This session help you determine if focus groups/interviews are the best method given your intended outcomes, tips for successfully planning focus groups/interviews, as well as developing effective focus groups/interview protocols.

As a result of engaging in this session, participants will be able to:

- Articulate the type of data gained and questions answered through focus groups/interview methods
- Identify considerations to successfully plan focus groups/interviews
- Identify skills needed to moderate and record focus groups
- Construct effective focus group/interview protocols and questions

Assessment Mapping

An Assessment Map illustrates how an individual program, course, or other learning experience guides student learning toward special outcomes. It provides a visual representation of the alignment process and shows how learning and administrative outcomes link to your department or division programs and services. An assessment map can help you identify gaps in your programs and services. It can also assist in identifying project-embedded assessments.

As a result of engaging in this session, participants will be able to:

- Define and describe the assessment mapping purpose and uses
- Explain some of the uses of assessment maps
- Understand how to use a map at the program, department, and division level
- Learn how to develop a map
- Practice creating an assessment map

Benchmarking: A Method for Meaning, Motivation, and Improvement

Benchmarking is a powerful assessment tool that can help us create meaning of data and results, develop motivation for faculty and staff, and provide structure to our continuous improvement efforts. This session will discuss not only the reasons to do benchmarking and the limitations of the method, but also the concrete decisions that have to be made.

As a result of engaging in this session, participants will be able to:

- Define benchmarking
- Articulate reasons/goals for engaging in benchmarking
- Identify appropriate comparison groups
- Identify key criteria to use in selecting a benchmarking tool

Beyond the Checkbox

Surveys continue to remain the most popular assessment method to gather information for decision-making. However, with survey fatigue and increased expectations that institutions assess student learning both inside

and outside the classroom, it becomes essential to look beyond just surveys to gather assessment information. This presentation will introduce participants to a variety of student-centered assessment approaches that engage students in the assessment process, foster additional student learning and reflection, and provide meaningful and useful data for use in institutional decision-making and programmatic planning.

Participants will be able to:

- Articulate a variety of non-survey assessment techniques
- Determine an appropriate assessment technique for the particular assessment question
- Appropriately provide meaning and organization to the collected data
- Share the assessment information in ways that can promote decision-making, support student learning, and improve programmatic practices.

Data Analysis CYOA Sessions:

Data Visualization

Infographics. Visualization. Graphics. Charts. Design. We are increasingly faced with a dizzying array of options for how to display data. How do we make informed choices about which will really aid the user versus those that are just “pretty?” This session will explore aspects of visual perception that influence how we process visual information, as well as discuss the messages conveyed by various visual displays and how to select options that best aid the reader in understanding key data points.

As a result of engaging in this session, participants will be able to:

- Make decisions between various visual displays of information to best convey desired points
- Understand the relationship of visual perception to successful visual displays
- Select design elements best suited to aid the reader in understanding the information presented

Using Rubrics

The “Developing Rubrics” session introduced foundational concepts related to the development of rubrics for assessment purposes. This session is designed to extend the discussion on rubrics from development to use. Participants will discuss criteria for selecting a rubric type, review validity and reliability principles, consider a process for improving inter-rater reliability, and examine ways to analyze data collected through common rubric models. Throughout this session, the presenter will facilitate hands-on activities designed to reinforce the knowledge and skills necessary to use rubrics effectively.

As a result of engaging in this session, participants will be able to:

- Articulate criteria for selecting a rubric type
- Define reliability, validity, and inter-rater reliability in relation to rubric application
- Describe a process for improving inter-rater reliability
- Discuss statistical approaches to analyzing data collected through rubrics

Data Hoarding

Many student affairs professionals are collecting a lot of data, but are struggling with how to make meaning of it. This session will help you de-choard your data and decide what needs to be kept, what needs to be discarded, and what needs to be put out for “sale.” This presentation will help participants arise from the clutter and make more intentional data collection decisions.

As a result of engaging in this session, participants will be able to:

- Understand the importance of sharing data findings
- Articulate the different ways to organize data
- Make data collection decisions according to mission, vision, goals, and learning outcomes

Data Triangulation: Using Multiple Data Sources to Improve Practice

Using multiple sources of data provides a multi-faceted approach to answering assessment questions. This presentation will help participants understand data triangulation and how it is helpful in answering assessment questions. Several concrete examples of using data triangulation to create a comprehensive picture will be provided. Participants will have an opportunity to think about the sources of data at their home institution and how those various sources may be integrated to create a more complex picture of an area of interest on their home campus.

Participants will be able to:

- Define data triangulation
- Describe at least three reasons why we should triangulate data
- Determine which topics would benefit from the approach of triangulation
- Be able to identify ways to triangulate data on a topic of interest at this home institution.

Content Analysis

Content analysis offers researchers an opportunity to analyze a variety of artifacts, in a relatively short period, in order to gain deeper understanding of people and their interactions. This session will help participants identify key aspects of planning for analysis that will help them avoid being stuck in the “weeds” of overwhelming content. Participants will consider potential sources of content available to them on their campuses and identify processes to bring content analysis projects to successful completion.

As a result of engaging in this session, participants will be able to:

- Define content analysis
- Identify sources of content
- Establish trustworthiness in content analysis
- Discuss how to organize data and identify categories, themes and patterns

Dashboards

Dashboards are also referred to as scorecards, balanced score sheets, report cards, metrics and indicators. Borrowed from the business world, these are meant to present short, concise and quick snapshots of data that marks progress towards goals or track changes over time. Typically used to report simple data points “up” to boards of trustees, campus leadership, and other “big-picture” constituencies, when used effectively dashboards help tell your story in a clean and concise manner.

As a result of engaging in this session, participants will be able to:

- Discuss uses of dashboards
- Identify key elements to be included in a dashboard
- Understand how various student affairs divisions are using dashboards
- Identify the various ways you can collect data to create a dashboard
- How to create a visually meaningful dashboard