

# Summer Assessment Camp: Developing Assessment Leaders in Student Affairs

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# Introductions

- Who we are
- Our roles
- What brings you to this session?



# Session Outcomes

Session participants will be able to:

- Identify strategies to build capacity and develop assessment leaders
- Learn specific topics that should be covered in an introduction to assessment
- Understand the progression of Assessment Camp



# Division of Student Affairs at Virginia Tech

- **About Virginia Tech**

- A public land-grant university located in Blacksburg, Virginia
- 29,071 Blacksburg campus students; 31,205 total
- Nine colleges
- Sixty-five bachelor's degree programs;  
160 graduate degree programs
- Military and civilian student lifestyles

- **About the Division of Student Affairs**

- Twenty-one departments
- 2,600 employees, additional 1,000 student employees
- Aspirations for Student Learning

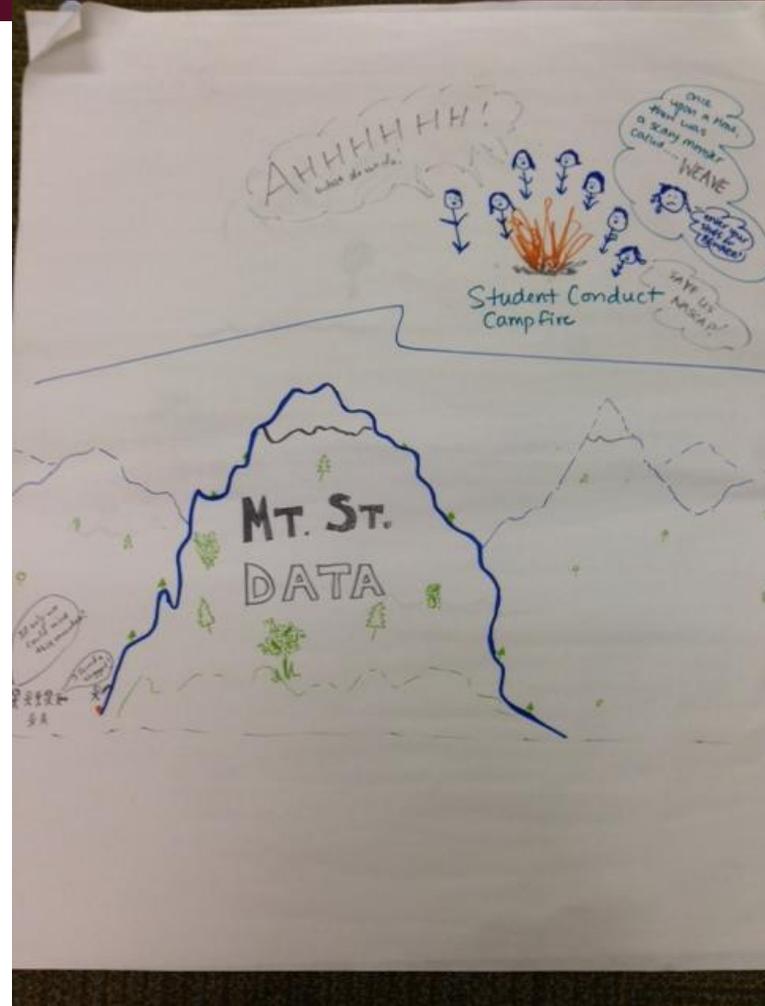
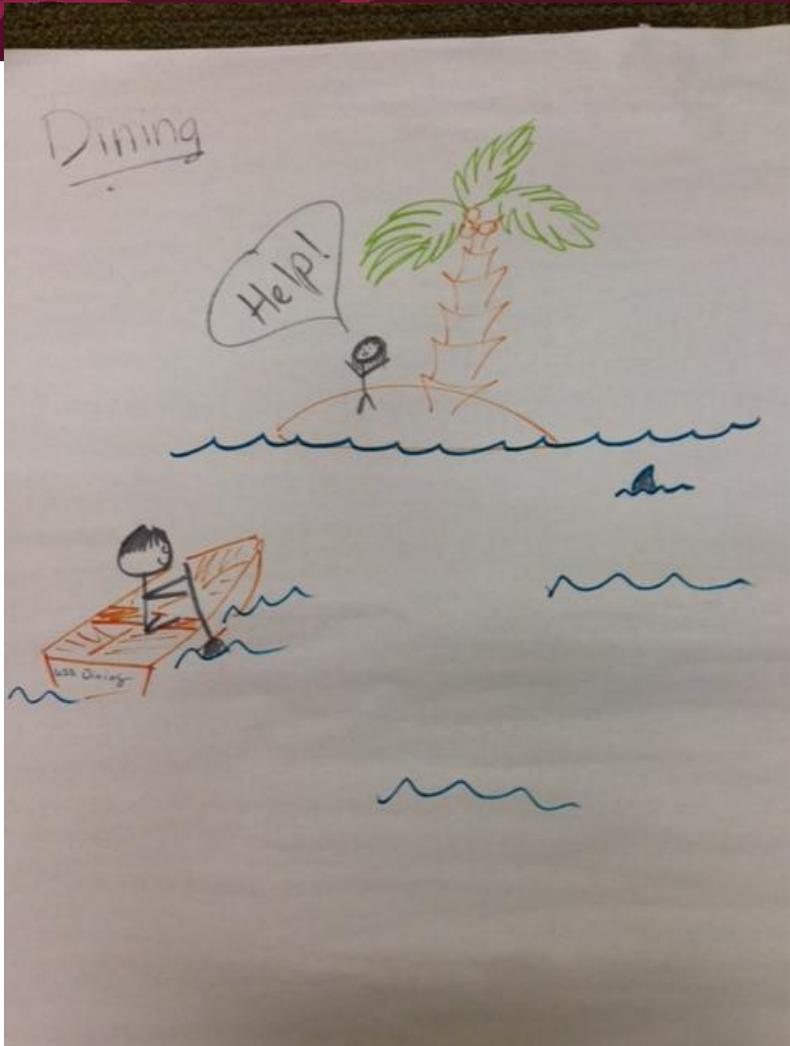


# Building a Culture of Assessment at Virginia Tech

Picture this... 2010 in the division of student affairs...

- 2009 SACS Reaffirmation of Accreditation
- DSA starting to “do” some assessment, Assessment Roundtable
- Begin to create a culture of assessment
- Common quotes about assessment:
  - I already have too much to do, to “add-on” assessment
  - I don’t know anything about statistics
  - We’ve done this before, this will pass
  - Isn’t that YOUR job





# Developing Assessment Leaders

## First Steps

- Identify assessment friends and resources
- Camp Counselors
  - Assoc. Director of Assessment
  - Roundtable members
  - GA
  - Assoc. Director from University Assessment and Evaluation
- Theoretical foundations
  - Learner-centered (Tagg, 2003; Cullen, Harris, & Hill, 2012)
  - Outcomes Based Assessment (Bresciani, Gardner, & Hickmott , 2009)



# Developing Assessment Leaders

## Important Considerations

- What type of training will work for your colleagues?
- What does assessment in the [DSA at Virginia Tech] look like?
- What are the most important lessons we need to cover?



# DSA Assessment Camp:

Use Summer Assessment Camp as a Model for Good Practice:

- Develop mission, goals, and outcomes for Assessment Camp
- Registration included questions about attitudes about assessment
- Each session had outcomes
- Pre-test/formative assessment with clicker quiz
- Post-test incorporated direct measures
- Practice with assessment tools, iPod data collection



# DSA Assessment Camp:

## Mission

The DSA Summer Assessment Camp provides an introduction, common language, networking, and capacity-building to achieve the Division of Student Affairs' and University's commitment to establishing a culture of continuous improvement.



# DSA Assessment Camp:

## Goals:

- Increase assessment capacity within the Division of Student Affairs
- Develop confident assessment leaders
- Create an awareness of University resources
- Build a community of leaders who can foster a culture of assessment



# DSA Assessment Camp:

## Camp Outcomes:

- Understand the role of assessment in the Division of Student Affairs
- Articulate the assessment cycle
- Become familiar with assessment terms
- Write goals related to department/program mission
- Write measureable and meaningful outcomes
- Develop an assessment plan
- Understand the basics of assessment design and selecting the correct method
- Identify campus assessment resources



# The Evolution of Assessment Camp

## Year 1

- Two identical sessions offered
- Focused on providing an overview of assessment and common language
- Attendees consisted of “front-line” assessment professionals

## Year 2

- Department directors required to attend a session, bring a project “team”
- More time for on-site practice
- Assessment “Spotlights”

## Year 3

- Assessment “teams” encouraged again
- Split experience into “Advanced” and “Beginner” camps



# Beginner Camp

## Day 1 (August 8<sup>th</sup>)

- 8:00** Check-in, Breakfast
- 8:30** Introduction, Review of Camp
- 9:00** Introduction to Assessment
- 10:00** Mission, Goals, and Outcomes
- 11:00** Introduction to Design and Methods
- 12:00** Lunch – D2
- 1:15** Divisional Spotlights
- 2:30** Assessment Planning
- 4:30** Back to the Cabins (conclusion)

## Day 2 (August 9<sup>th</sup>)

- 8:30** Check-in, Breakfast
- 9:00** Assessment in Action
- 10:00** Sharing Your Plan (small group work)
- 11:30** Wrap-up
- 12:00** Parent Pick-up (conclusion)



# Advanced Camp Schedule

## Day 1 (June 20<sup>th</sup>)

- 7:30** Arrive at Camp, Check-in, Breakfast
- 8:00** Introduction and Refresher
- 10:00** Curiosity and Assessment
- 11:00** Big Picture
- 12:00** Lunch – D2
- 1:15** Curriculum and Aspiration Learning Frameworks
- 2:45** Break
- 3:00** Developing Diversity Related Outcomes
- 4:00** Back to the Cabins (conclusion)

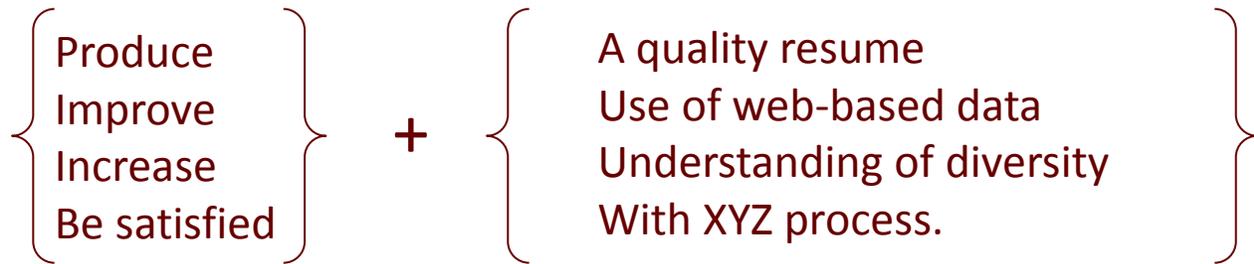
## Day 2 (June 21<sup>st</sup>)

- 8:30** Roll Call, Breakfast from Panera
- 9:00** Assessing the Aspirations Spotlight
- 10:00** *Ut Prosim* Index
- 11:00** Break
- 11:15** Developing a Department Assessment Plan
- 12:15** Working Lunch – Personal Touch Catering
- 2:00** Telling Our DSA Story
- 3:00** Parent Pick-up (conclusion)



# Example Activity: Outcomes Mad Libs

[Target] of [Name of client] attending [name of program or service] will [verb + objective].



**Outcome (administrative or programmatic):**

*Ninety percent (90%) of students who register for Venture Out trips will be satisfied with the online registration system.*



# Example Activity: Outcomes Mad Libs

As a result of [program or service], [name of client] will be able to



## **Outcome (Learning):**

*Upon completion of the spring break trip with Venture Out students will be able to explain the principles of “Leave No Trace” pertinent to a desert terrain in the Southwestern United States.*



# Outcomes Mad Libs

**Now it's your turn!**



# Positive Feedback from DSA Assessment Camp

I thought the most meaningful part of this was all of the ideas I now have about how and what to assess. It inspired me to do more with assessment and encouraged me to seek out the resources available to me. I literally have my list of assessment projects and now just have to decide which of the 8 projects will be most meaningful. I think learning about all of the different kinds of assessment opened my eyes to how we can be creative and not so black and white about it all. Also, really stressing the idea of making it meaningful stuck with me. Thanks for a great day and a half. Fantastic experience.

This was a great opportunity. I really learned a lot and developed some confidence in the area of assessment. I think that this workshop should definitely continue,

Great session! Enjoyed it and learned what I/we need to be doing in our area!



# Three Years Later....

- Number of campers
  - 50 in 2011
  - 48 in 2012
  - 44 in 2013
- Survey data
- More assessment partners in the Division, job descriptions...
- A more interactive Assessment Roundtable
- Collaborations across departments
- Successful assessment projects with Higher Ed master's students
- Plans for 2014



# Thank you!!

- Questions
- More information about Division of Student Affairs at Virginia Tech
  - <http://www.dsa.vt.edu/aspirations/>
- Contact us
  - Martha Glass, Associate Director for Assessment and Professional Development
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  - Jaime Williams, Assistant Director of Leadership Learning
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