

IHEC Assessment Training

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Overview

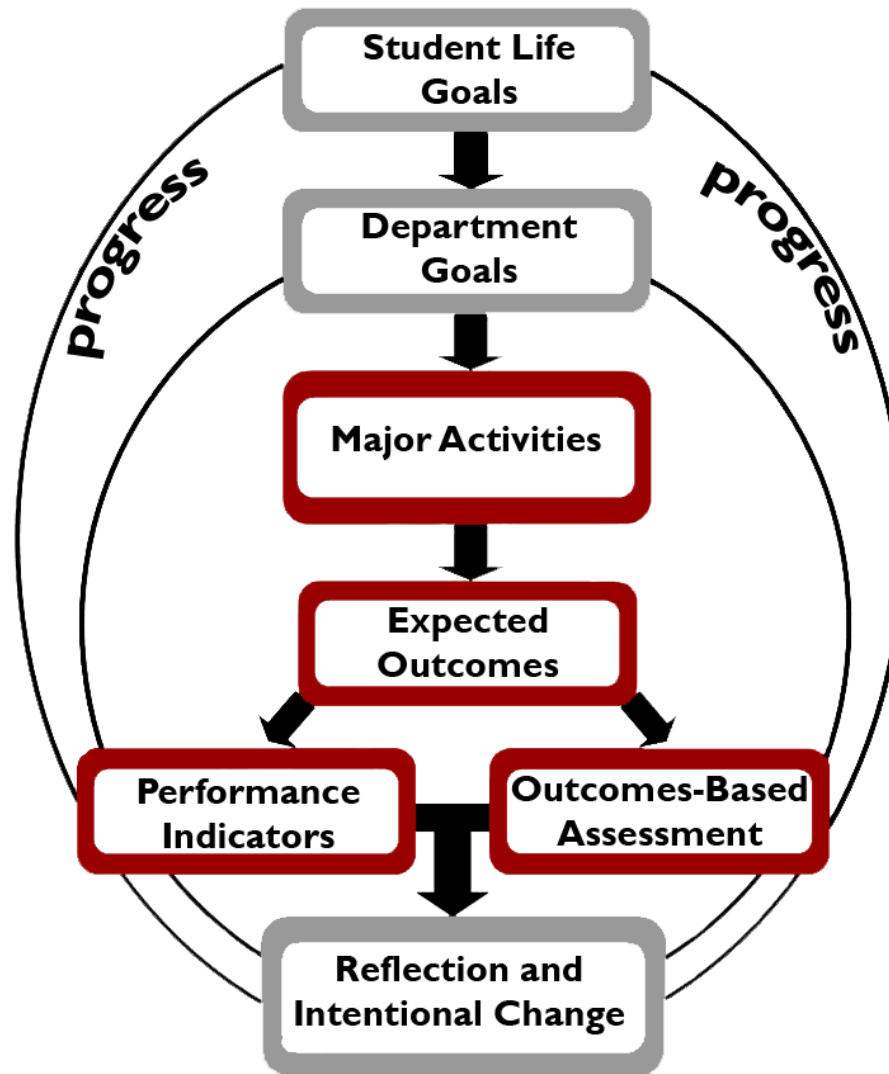
- Fun
- Learn
- Practice
- Reflect

Introductions

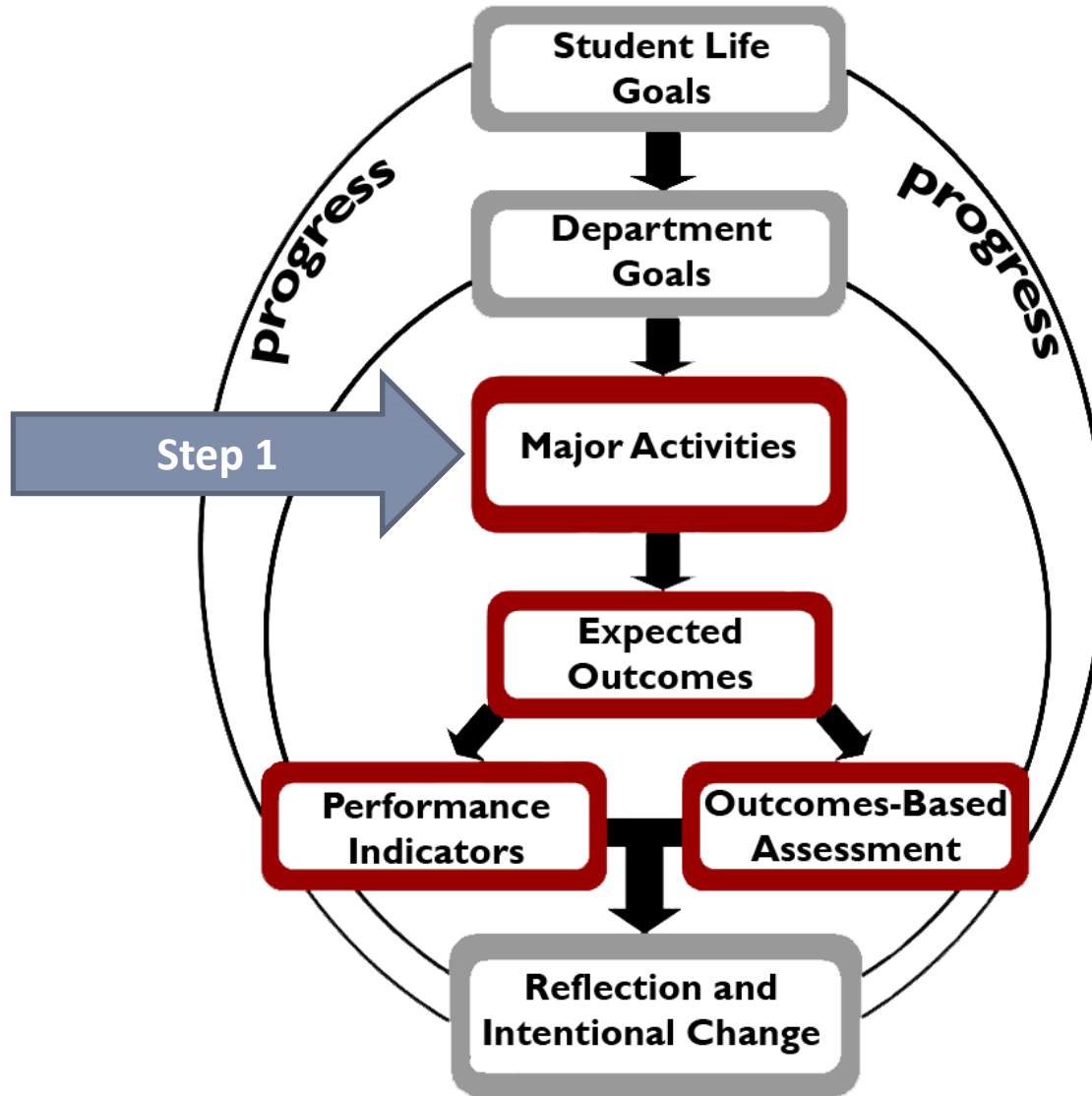
Case Study

- KPU University
- Organization description

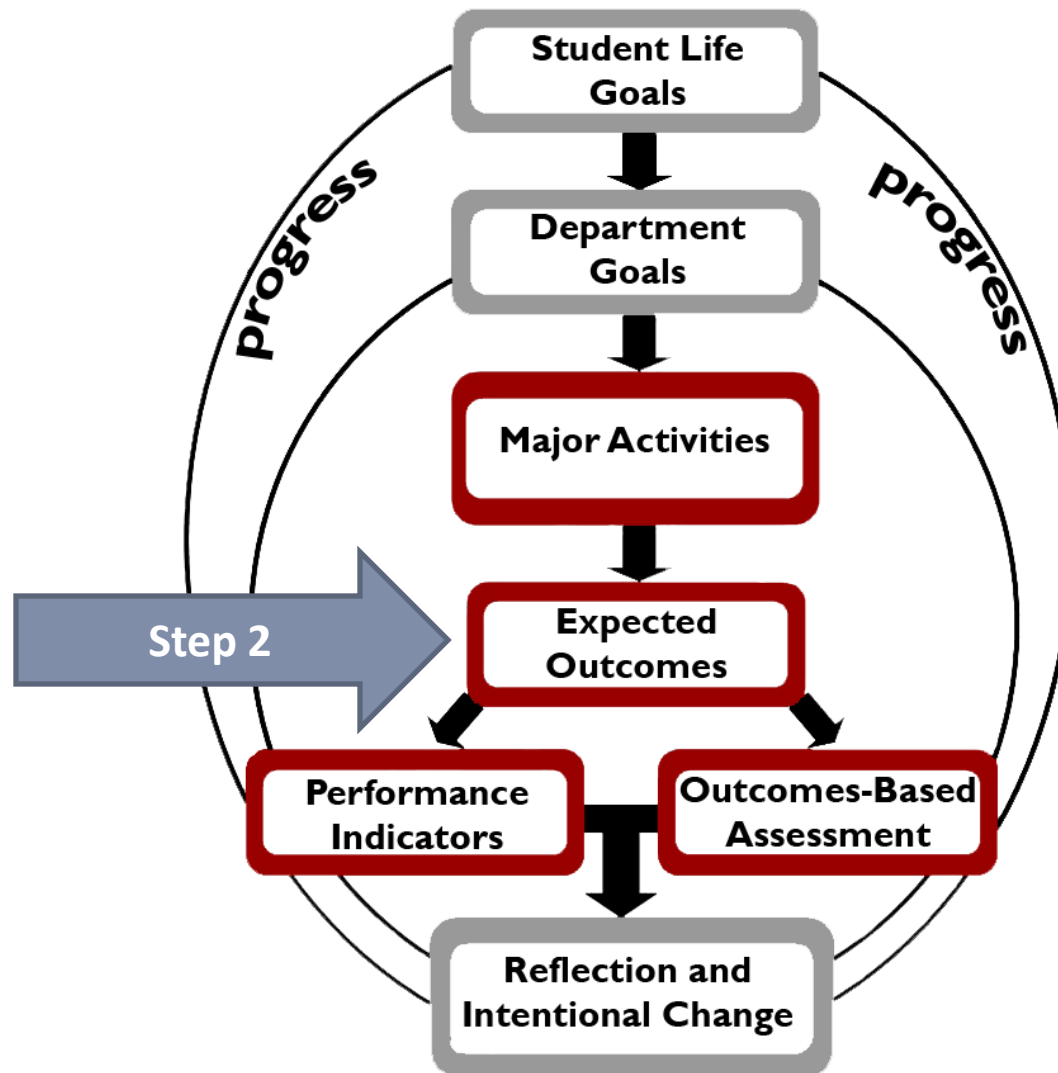
Organizational Effectiveness Model



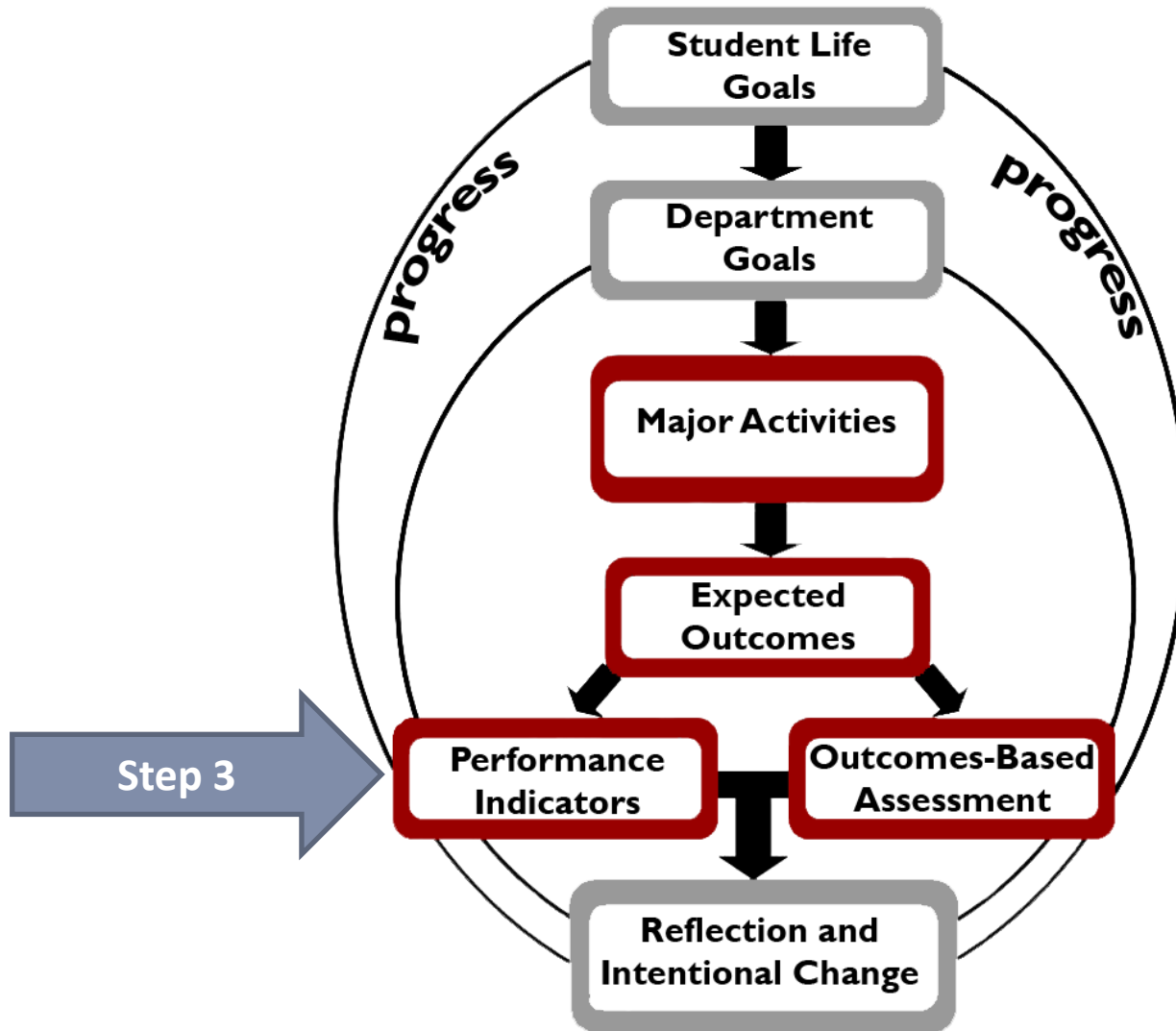
Major Activities



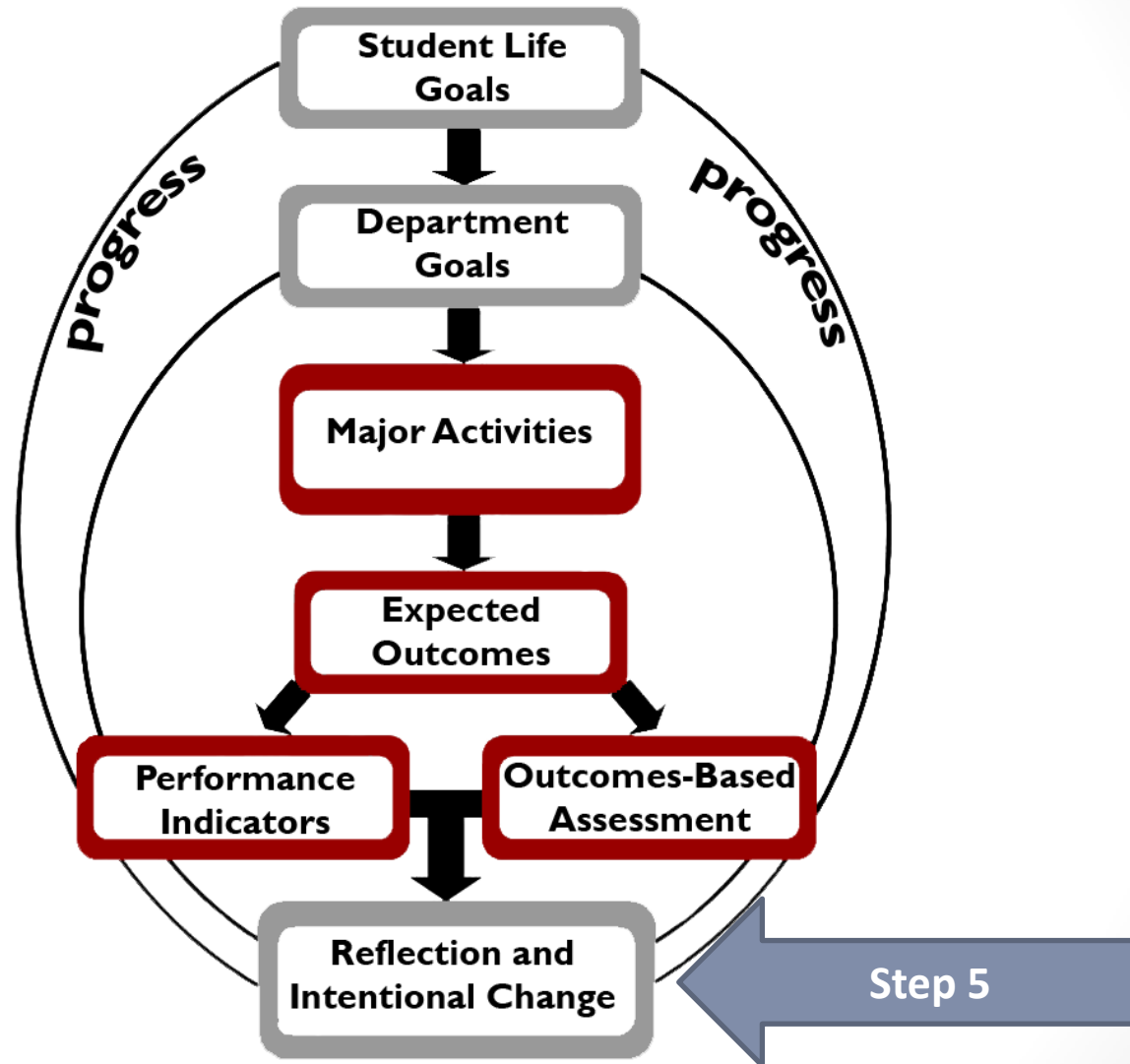
Expected Outcomes



Performance Indicators



Outcomes-Based Assessment



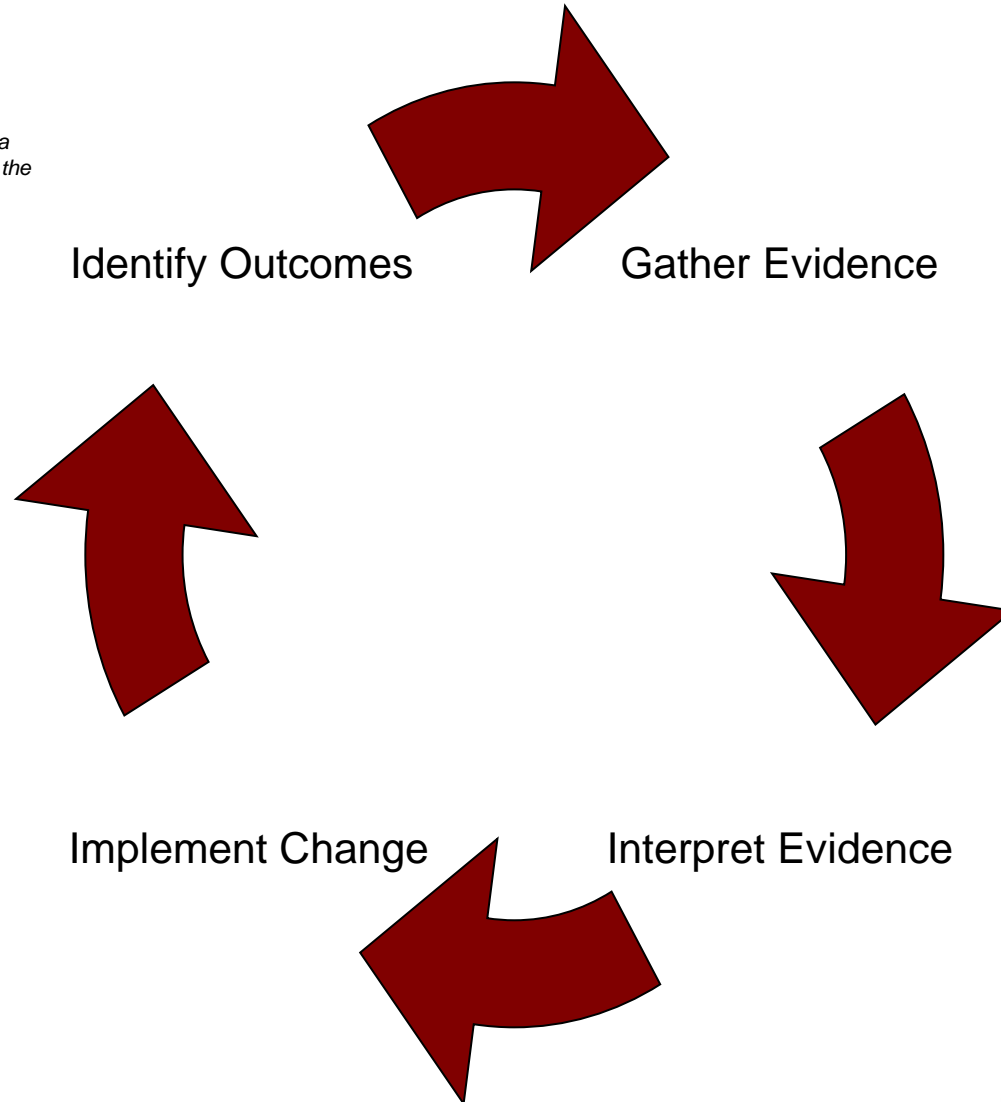
Reflection Exercise

What is assessment?

- How do we know we are doing what we say we are doing ?
- How are our services and programs impacting Student Success?
- What do we need to do to improve our programs and services

The “Assessment Loop”

Adapted from: Maki, P.L. (2004).
Assessing for Learning: Building a Sustainable Commitment Across the Institution. Sterling, VA: Stylus.



Why do assessment?

- Track and improve
- Expected outcomes vs. actual outcomes
- Focus on priorities
- Data-driven decision-making

Why do assessment?

- For the students – Understand contributions to student learning
- For ourselves – Promote continuous Improvement
- For the division/university – Increase focus on data-driven decision making

The Importance of Communication

Effective communication

Vs.

Ineffective communication

Vs.

NO communication

Communication should support your goals

- Strategic Communications
- Department Goals
- Major Activities
- Expected Outcomes

Knowing your “Brand”

- Who are you?
- Who do you want to be?
- What do you want people to know about you?
- What do people already know/think about you?
- What’s your “voice”?

Creating a Communication Plan

Step One:

What do you want to accomplish?

Creating a Communication Plan

Step Two:

Who are your stakeholders?

Who are your audiences?

(What's the difference?)

Know Your Audience/Stakeholder

(Part 1)

- What do you know about them?
- Starting point with the topic
- YQ (You Quotient)
- Segments
- Don't forget to identify internal audiences/stakeholders

A Real-life Example

- Army of One

Vs.

- Army Strong

Creating a Communication Plan

Step Three:

What , SPECIFICALLY, do you want EACH to do and/or know?

Creating a Communication Plan

Step Three

(and a half):

Creating message points

Know Your Audience/Stakeholder

(Part 2)

- Vocabulary
- Vernacular
- Point of View

Creating a Communication Plan

Step Four:

What tactics should you use?

Know Your Audience/Stakeholder

(Part 3)

- What do they read?
- To whom/what do they listen?
- Where do they go?
- How do they make decisions?

- <http://socialnomics.net/2010/05/05/social-media-revolution-2-refresh/>

Creating a Communication Plan

Step Five:

Budget

Timeline

Detailed task sheet

USE YOUR RESOURCES

- Central Services
- Other departments
- Volunteers
- STUDENTS

Creating a Communication Plan

Step Six:

Tracking Success...or misses

Adjust and Refine

Document the process

Introducing our friend



Identifying stakeholders and audiences

Group Exercise

- ID stakeholders and audiences for our case study

Reflection exercise

- Who are the stakeholders of your organization? Why?

Outcome Statements

Advantages for students and/or staff:

- Show them what is to covered
- Present them with challenges and standards
- Enable them to evaluate themselves
- Build confidence in services offered

Today's Outcome

At the completion of today's workshop attendees will have:

drafted one or two well-written learning outcomes, that describe the most essential knowledge and abilities they want students to gain from their programming.

Developing Outcomes

- ABCD
- SMART

SMART Outcomes

- Specific
- Measurable
- Achievable
- Realistic
- Time-bound

ABCD Method

A: Audience (who)

B: Behavior (what)

C: Condition (because of what)

D: Degree (to what extent)

Example: **As a result of participating in X program (C), students (A) will be able to recognize (B) three ways (D) to get involved at OSU.**

ABCD Example

As a result of the lecture

name

Condition

Behavior

(future tense)

students

Audience

will

the nine Principles of Good Practice for Assessing

Student Learning. *Degree of Achievement*

ABCD Example

As a result of being employed as an RA,

Condition

these students

Audience

will demonstrate servant

Behavior

leadership behaviors.



ABCD Example

As a result of attending the workshop,

Condition

students

Audience

will be able to identify

Behavior

three similarities and three differences they have with someone
from a different background. *Degree of Achievement*

Cognitive Domain Verbs

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<p>Definition: Ability to recall previously learned material.</p> <p><i>Sample Verbs:</i> identify label recall reproduce state</p>	<p>Definition: Ability to show a basic understanding of material.</p> <p><i>Sample Verbs:</i> define describe explain paraphrase provide example</p>	<p>Definition: Ability to apply learning in new situations.</p> <p><i>Sample Verbs:</i> apply demonstrate determine prepare use</p>	<p>Definition: Ability to logically differentiate between the content and structure of material.</p> <p><i>Sample Verbs:</i> analyze compare/contrast differentiate distinguish investigate</p>	<p>Definition: Ability to create new content and structures.</p> <p><i>Sample Verbs:</i> construct create design develop generate</p>	<p>Definition: Ability to judge the value of material for a given purpose.</p> <p><i>Sample Verbs:</i> assess critique evaluation justify support</p>

Affective Domain Verbs

Receiving	Responding	Valuing	Organizing/ Conceptualizing	Internalizing Values
Being aware of or sensitive to ideas or phenomena.	Actively responding to or showing new behaviors as a result of new ideas or phenomena.	Showing involvement or commitment.	Integrating values into one's priorities/set of values.	Acting in accordance with the new value.
<i>Sample Verbs:</i> accept acknowledge attend listen observe	<i>Sample Verbs:</i> clarify contribute question react respond	<i>Sample Verbs:</i> demonstrate join justify participate support	<i>Sample Verbs:</i> commit modify prioritize reconcile synthesize	<i>Sample Verbs:</i> act display exhibit perform practice

Learning Outcome Checklist

Does the outcome contain an active verb?	
Is the outcome observable?	
Can the outcome be measured/assessed?	
Does the outcome address essential learning?	
Does the outcome address what a student should be able to do ?	
Check, are the outcomes consistent with professional standards and program mission documents?	
Is the outcome written in language that relevant audiences will understand?	
Is the total number of outcomes reasonable?	

Group Exercise

- Write three outcomes 10 minutes
- Pair-up and share and critique outcomes 10 minutes
- Re-write outcomes together using critiques from partner 5

What are Data?

- Data do **NOT** make decisions
- Data must be restructured into information
- Provide a balanced view of the situation.
- Identify issues and establish progress.
- Sufficient and relevant to key issues.

Collecting Data

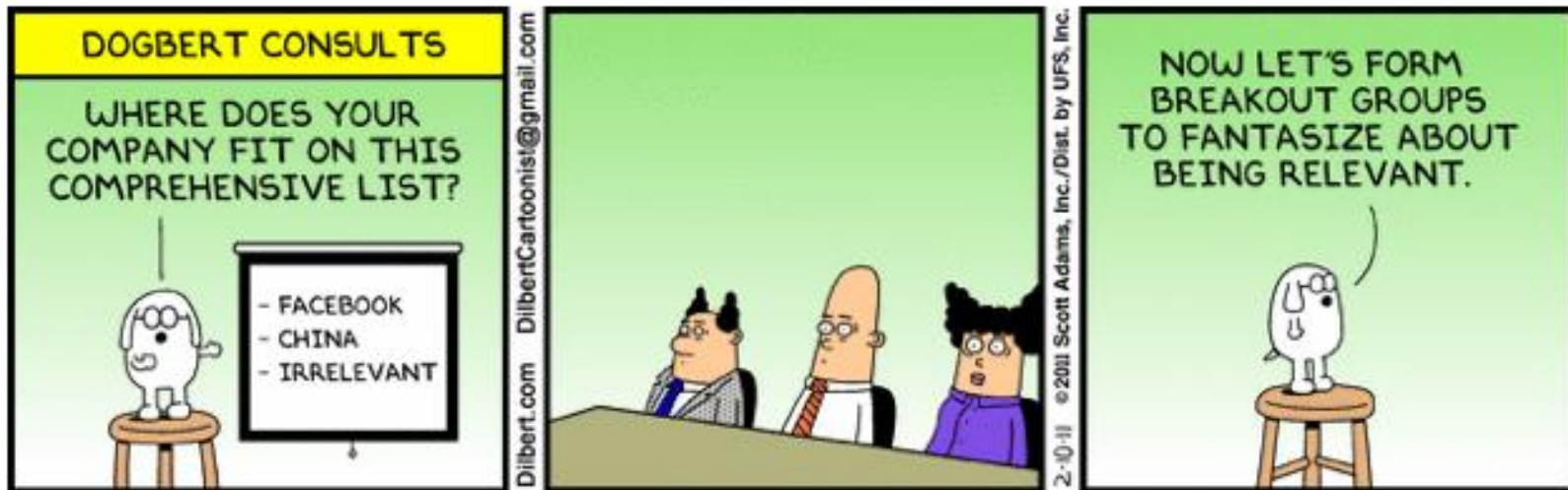
- Driven by a question
- Selection of method should align with your question and the type of information that you need.
 - May need more than one option to fully understand an issue
- Qualitative and quantitative
 - Not dichotomous, really a continuum



Collecting Data

- Use of institutional data
- Surveys
- Interviews/Focus groups
- Document analysis
- Rubrics
- Participant observation/Observation
- Photo elicitation
- Journaling

Lunch



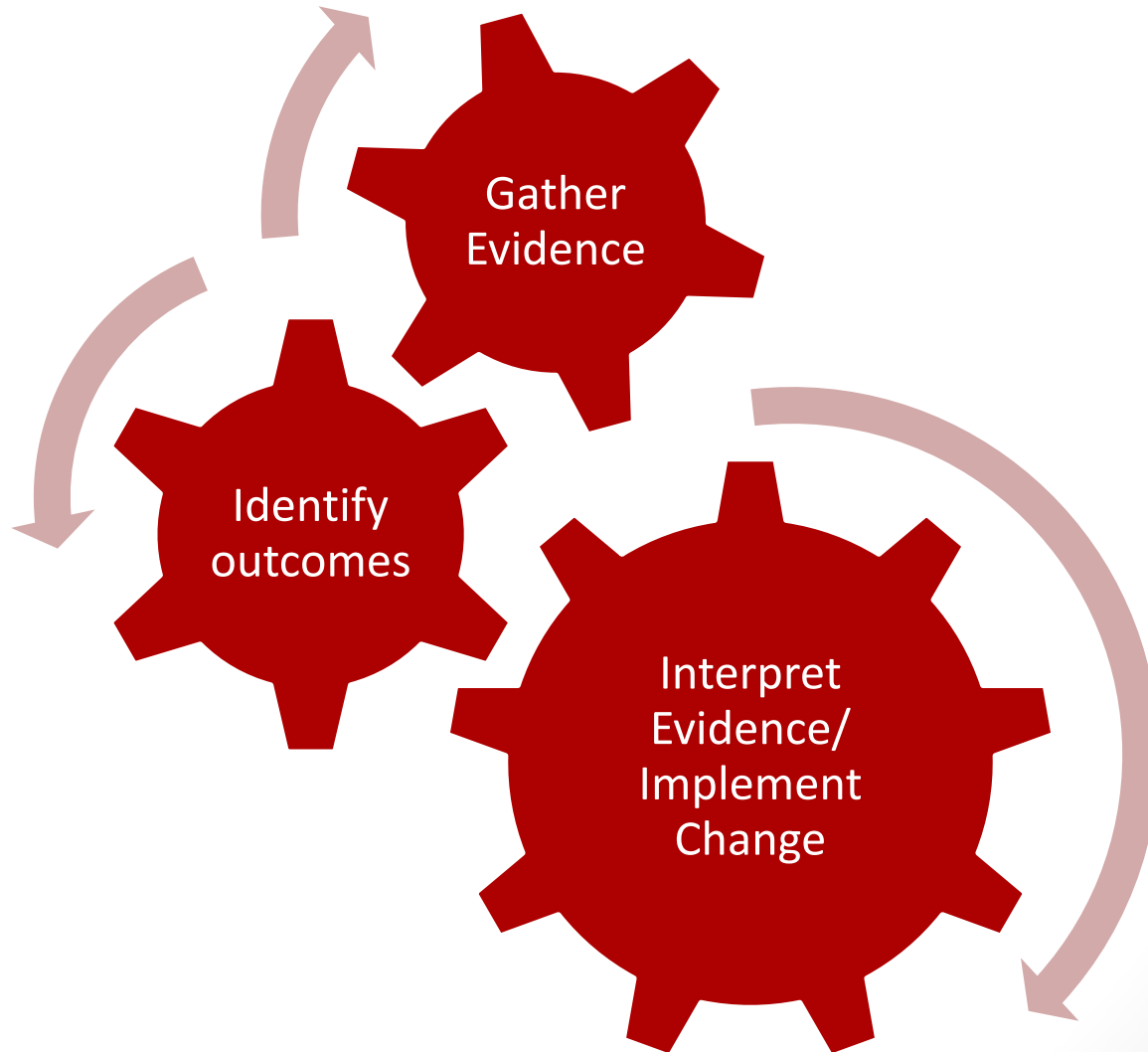
Creativity is Key

- An example of a creative way to get a message across

What's the connection?

- Parallel tracks
- Symbiotic relationship
- Communication with information

Assessment/Communication



Scenarios Exercise

- What data do you have and what data are you missing?
- To whom are you going to communicate the various data?
- How are you going to communicate this data?

Developing Assessment and Communication Plans

Introducing:

How the Health Are You Fair

Assessment Plan :

How the Health Are You Fair

Step One:

Who Is our Audience?

Assessment Plan:

How the Health Are You Fair

Step Two:

What are the expected outcomes?

Assessment Plan:

How the Health Are You Fair

Step Three:

What methods will we use to collect the data?

Assessment Plan:

How the Health Are You Fair

Step Four:

What is the environment in which the program exists?

What are the external factors that interact with and influence the program action?

Assessment Plan:

How the Health Are You Fair

Step Five:

How will we communicate what we learned?

Communication Plan:

How the Health Are You Fair

Step One:

What do you want to accomplish?

Communication Plan:

How the Health Are You Fair

- Positively affect students' behavior
- Raise awareness of DADE among students, staff and faculty
- Recognize and collaborate with university and community partners
- Fulfill grant requirements
- Create sponsorship (revenue!) opportunities

Communication Plan:

How the Health Are You Fair

Step Two:

Who are your stakeholders?

Who are your audiences?

Communication Plan:

How the Health Are You Fair

- Students
 - On-campus residents
 - Sororities and Fraternities
 - Intramural and group fitness participants
 - Student leaders
- DADE staff
- Staff and Faculty
- University and Community partners
- US Department of Education
- Possible donors
- University administrators
- Legislators
- Media

Communication Plan:

How the Health Are You Fair

Step Three:

What , SPECIFICALLY, do you want
EACH to do and/or know?

Communication Plan:

How the Health Are You Fair

- Students
 - On-campus residents
 - Sororities and Fraternities
 - Intramural and group fitness participants
 - Student leaders
- DADE staff
- Staff and Faculty
- University and Community partners
- US Department of Education
- Possible donors
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- Legislature
- Media

Communication Plan:

How the Health Are You Fair

Step Three

(and a half):

Creating message points

Communication Plan:

How the Health Are You Fair

- Students

Marketing material text:

PUT DOWN THAT CUPCAKE..

1 in 3 KPU students will be diagnosed with diabetes by age 30.

How the Health Are YOU?!

Find out at the Health Fair:

(DATE/TIME/LOCATION)

Communication Plan:

How the Health Are You Fair

- Possible donors

Sales material text:

We're close, personal friends with 5,000 of KPU's most engaged students...

Let us introduce you.

Participate in the How the Health Are You Fair

(DATE/TIME/LOCATION)

For more information, visit....

Communication Plan:

How the Health Are You Fair

Step Four:

What tactics should you use?

Communication Plan:

How the Health Are You Fair

- Students
 - Posters (determine locations)
 - Road shows to student organizations
 - Appeal to RAs to conduct floor outings
 - :30 television spot to run on in-hall cable system
 - Ads in student newspaper
 - All available social media outlets
 - Post cards to all residence hall and Greek Life student
 - Cool down water to week's worth of intramural games and group fitness classes
 - Granola break at student government meetings
 - Video screens in available facilities
 - "Health Squad" to roam campus for week prior to event, distribute hand-outs

Communication Plan: How the Health Are You Fair

- Possible donors
 - Post card to applicable local and national businesses (must purchase list)
 - Approach University Development for prospect list
 - Ad in local newspaper
 - Ad on local radio station
 - Ad in local business publication
 - Students cold-calling using phone book , Google, and student newspaper

Communication Plan:

How the Health Are You Fair

Step Five:

Budget

Timeline

Detailed task sheet

Communication Plan: How the Health Are You Fair

- Students
 - **Posters (determine location)** - \$185 for 500 full-color + \$240 (graphic design)
 - **Road shows to student organizations** - HR
 - **Appeal to RAs to conduct floor outings** – HR and prize incentive
 - :30 television spot to run on in-hall cable system - \$1,000 (production) and \$750 (ad buy)
 - Ads in student newspaper \$1,250
 - **All available social media outlets** – HR

Communication Plan:

How the Health Are You Fair

- Students (cont.)
 - Post cards to all residence hall and Greek Life students - \$1,780
 - Cool down water to week's worth of intramural games and group fitness classes - \$450 + HR
 - Granola break at student government meetings - \$75 + HR
 - Video screens in available facilities - \$120 (graphic design)
 - "Health Squad" to roam campus for week prior to event, distribute hand-outs - \$300 (HR) + \$75 (hand-outs)

Communication Plan: How the Health Are You Fair

- Possible donors
 - Post card to applicable local and national businesses (must purchase list) - \$350 (list) + \$500 (printing) + \$400 (mailing)
 - Approach University Development for prospect list - HR
 - Ad in local newspaper - \$2,300
 - Ad on local radio station - \$1,250
 - Ad in local business publication - \$890
 - Students cold-calling using phone book , Google, and student newspaper – HR + possibly purchase list

Communication Plan: How the Health Are You Fair

Timeline

- Be realistic
- Hit 'hard' when target(s) makes decisions
- Leave time for production and distribution
- Leave time for approval processes
- Research other campus events
(collaborate?)

Communication Plan: How the Health Are You Fair

Task Sheet

- Detail, detail, detail
- Projects
- Specific tasks
- Deadlines
- Project leads
- NOTES

Communication Plan:

How the Health Are You Fair

Step Six:

Tracking Success...or misses

Adjust and Refine

Document the process

Communication Plan:
How the Health Are You Fair
Assessment

- Adjust sales scripts as needed
- Increase social media if getting response
- Add Road Shows if effective
- Drop cold calls when full
- Update task sheet with 'actual' activity

Reflection Exercise

- How can you bring these concepts back to your campus?

Articles

Analyze the articles to determine how it came to be:

- Pitched
- Reaction to something on campus
- Third party vendor
- Investigative series
- Other

What information could you provide to improve your organization's image or to respond?

Wrap-up

- Be aware of politics
- Use your resources