Relationship of Assessment to Other Processes
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NASPA/ACPA Competency

Educate stakeholders regarding the relationship of AER processes to learning outcomes and goals at the student, department, division, and institutional level.
Learning Outcomes

Describe the key elements and concepts of strategic planning

Describe the key elements and processes of student affairs program review

Demonstrate the relationship between student affairs unit assessment and institutional goals and assessment and planning processes
Assessment in Higher Education

CONTEXT: Institutional Mission, Vision and Values

Use of Results

Intended Outcome

Actual Outcome

Evaluation/Assessment Methods and Evidence

IMPACT: Institutional Effectiveness & Student Learning
Why Assessment Matters in Student Affairs

Contribute to student learning, growth, and development

Ensure quality

Contribute to increased organization members’ knowledge

Seek and prioritize resources

Plan and deliver organizational initiatives (strategic planning)

Accountability

Convince others of need or effectiveness of organizational initiatives

Policy development

Accreditation
Assessment Essentials
(Banta & Palomba, p. 241)

Engaging stakeholders
Agreeing on definition of terms
Developing an overall plan
Selecting Methods
Administering instruments, collecting and storing data, analyzing data, and interpreting findings
Communicating Findings
Using the Findings to improve processes
“For assessment to be valuable, it must be linked to other important processes.”

Banta & Palomba, 2015, p. 259
Relationship to Division and Institution Processes

Assessment

- Strategic Plan
- Assessment Plan
- Accreditation
- Program Review
Strategic Planning
What it Means to be Strategic

(Intellis, S., 2010)

- Intentional
- Futuristic
- Opportunity Seeking
- Nimble
Data-informed Planning and Evidence-based Decision-making
“Strategic planning is the process of determining what a student affairs organization intends to be in the future and how it will get there. It is finding the best future for the student affairs organization and the best path to reach that destination. Such planning involves fundamental choices about the future of the student affairs unit. These choices include deciding on the mission and what goals to pursue, as well as the programs and services to offer to accomplish this mission. The answers determine how student affairs staff will find and use the resources needed to meet the goals.”

Ellis, S., 2015, p. 7
Strategic Plan Elements
(Ellis, S., 2010)

A vision statement (what this student affairs organization aspires to be)
A mission statement (why the student affairs organization currently exists)
Identification of five- to seven-core organizational values
A presentation of the student affairs organization’s strengths, weaknesses, opportunities, and threats (SWOTs)
A statement of five- to seven-key goals based on the SWOTs accompanied by key performance indicators (KPIs) to measure their accomplishment
A resulting action plan to achieve the goals
Evaluation and assessment of progress in fulfilling the plan
<table>
<thead>
<tr>
<th>Strategic Plan Elements</th>
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<tbody>
<tr>
<td><strong>Mission</strong></td>
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<td><strong>Goals</strong></td>
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<td><strong>Objectives</strong></td>
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<td><strong>Strategies</strong></td>
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<td><strong>Action items</strong></td>
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<td><strong>Success/Progress indicators</strong></td>
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Strategic Planning Process

( Ellis, 2010 )

1. Prepare a context
2. Develop or clarify mission and core values
3. Identify key stakeholders and conduct a situational analysis
4. Clarify the vision
5. Establish goals and milestones
6. Develop strategies and implement action plans
7. Evaluate and apply results
8. The finished document is a living document
IUPUI Planning, Evaluation, and Improvement
(Banta & Palomba, Figure 11.1, p. 243)
10 Keys to Strategic Planning Success
(Mittenthal, 2002, pp. 2-9)

1. A clear and comprehensive grasp of external opportunities and challenges

2. A realistic and comprehensive assessment of organizational strengths and limitations

3. An inclusive approach

4. An empowered planning committee

5. Involvement of senior leadership

6. Shared responsibility by board and staff members

7. Learning from best practices

8. Clear priorities and an implementation plan

9. Patience

10. A commitment to change
Questions for Consideration

1. How does your unit’s strategic plan align (or not) with the division and institution mission, goals, and strategic priorities?

2. What opportunities do you have to influence the direction of strategic planning at your institution?

3. What assessment data do you have (or could you gather) that contributes to division and institution goals and strategic priorities?
Program Review
Program Review

Comprehensive and systematic process that involves the collection and analysis of in-depth information about a program or department.

About being mission-driven
Uses a set of standards/criteria
Requires evidence to support claims
Like accreditation in some ways
Broad questions that Program Review answers:

What do we do?
Why do we do it?
How well do we do it? (and who thinks so?)
What difference does it make whether we do it or not?
Given where we are, how do we intend to change the way we do it?
How will we evaluate our progress?
The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development.

CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.
Standards

Mission
Program
Organization and Leadership
Human Resources
Ethics
Law, Policy and Governance

Diversity, Equity, and Access
Institutional and External Relations
Financial Resources
Technology
Facilities and Equipment
Assessment and Evaluation
Program Learning and Development OutcomeDomains & Dimensions

Six Student Learning & Development Outcome Domains are a part of the CAS General Standards

Stated expectation in the CAS General Standards that all functional area programs must place emphasis on identifying relevant learning outcomes and assessing their achievement by students
CAS Program Review Steps

1. Plan the Process
   Map out steps, develop a timeline, and identify outcomes for self-study

2. Assemble and Educate Team
   3-5 (program) to 8-10 (division) comprised of stakeholders including students; train team on self-assessment concepts & principles

3. Identify and Collect Evidence
   Define what is evidence, discuss how to collect evidence, and manage the evidence

4. Conduct Ratings using Evidence
   Using the Self-Assessment Guides (SAGs), clarify criteria and process for rating [small group, individual, staff]; negotiate rating differences and manage group ratings

5. Develop an Action Plan
   Identify strengths and weaknesses, recommendations, resources, timeframe, and responsible individuals

6. Prepare a Report
   Describe the process, evidence gathering, ratings, and evaluations; summarize strengths and weaknesses; describe the action plan

7. Close the Loop
   Implement the recommended changes
Program Review is a tool that allows you to be STRATEGIC about the direction of your department.
Scheduling time for reflection is key to ensuring that your unit has a solid foundation.
Self-study allows you to
CELEBRATE
your accomplishments and tell your story.
Challenges

Departmental resistance

Departments that are asked to do duplicate work whether that be documentation about learning outcomes or separate assessment plans

Streamlining the process, while still allowing for uniqueness of each program or department

Keeping the standards clear, concise, and at a manageable number
Assessment Plans
“In order to link assessment to planning, decision-making and resource allocation, it is necessary to systematically collect consistent and varying types of data from across the division or organization.”

Meents-DeCaigney, E. S. & Doyle, J.R. (2015, p. 105)
“The work of the division is made up of the work being done in the departments, so the data needed to demonstrate achievement of divisional learning outcomes and the impact and effectiveness of programs and services must come from the departments.”

Meents-DeCaigney, E. S. & Doyle, J.R. (2015, p. 107)
Assessment Plan Outline
Banta & Palomba, p. 257

1. Departmental goals (link campus mission/goals & purpose for the assessment)
2. (Learning) Outcomes
3. Techniques and target groups
4. Analysis of results
5. Provisions for administration (who is responsible for various components)
6. Use of information (provisions for sharing with constituents; recommendations and use of information)
7. Timeline
8. Assessment evaluation
Assessment Plan and Report Examples and Templates

Assessment Resources

Resource Repository
A Dropbox folder has been established in an effort to collect and share the valuable resources created from members of the SAAL community. The subfolders contain documents in various formats (doc, pdf, xls) related to the specific topic under which the document is filed. In addition, an excel document can be found in each subfolder with website links to additional information that is found only on a website or in video format.

Access the Dropbox Folder

Once you are at the Dropbox folder website, you can click on the subfolders and access the documents by downloading them.

If you would like to add your documents to the folder or share a website link, please submit them to the Project Coordinator for the Administration Committee.

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The SAAL logo was created by Joshua Sauber.
Website design by creatallflourish.us
Questions for Consideration

1. Does your unit have an assessment plan? Is it required and standardized? If not, how could you initiate the development of a meaningful and useful assessment plan?

2. What is the relationship between your unit’s assessment plan and other department, unit, and institutional planning processes (strategic planning, program review)
Institutional Processes
Examples include...

- Institution strategic plan (and planning processes, committees, reporting requirements)
- Institution Program Review (for academic and co-curricular units)
- General Education revision
- Internships, service learning, experiential learning (including student employment, study abroad)
- Marketing, Development, Admissions
Institutional Research Examples
Connect retention and graduation data to specific student populations, such as student leaders or veteran students, or link institutional and national survey data to student affairs programs and services.

Enrollment Management Examples
Review each incoming class’ profile to consider its impact on current or future student affairs programs and services.

Student Affairs Data

Program Review Examples
Mirror the institutional program review process within student affairs and provide results to the program review office or use existing program review data to inform student affairs programs and services.

Institutional Assessment Examples
Map divisional learning outcomes to institutional learning outcomes and provide student affairs data to support institutional learning outcomes.

Meents-DeCaigney, E. S. & Doyle, J. R., 2015. Figure 7.2, p. 108
Accreditation
Accreditation: The Role of Student Affairs

Show evidence of student learning
Demonstrate alignment of institutional goals
Show assessment is used for accountability and improvement
Contribute to the self-study process
Make improvements and change based on accreditation findings
“These linkages allow assessment information to make valuable contributions to decision making; without these linkages, the usefulness of assessment information is limited”

Banta & Palomba, 2015, p. 262
# Practical Model for Assessment Planning: Assessment Reconsidered

<table>
<thead>
<tr>
<th>Stage of Assessment Planning</th>
<th>Steps for Assessment Planning</th>
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</table>
| 1. Establish foundation      | • Determine leadership (at various levels)  
                              | • Establish assessment team  
                              | • Develop internal capacity through professional development |
| 2. Establish infrastructure  | • Create a glossary of terms to establish consistency and shared understanding  
                              | • Consider barriers and impediments; work to resolve them |
| 3. Create processes          | • Map existing and community resources  
                              | • Determine learning needs of students  
                              | • Determine program strengths and weaknesses |
| 4. Synthesize                | • Develop assessment curriculum  
                              | • Establish and communicate templates and frameworks for planning and assessment processes  
                              | • Evaluate quality and effectiveness of programs and student learning |
Resources
Student Affairs Assessment Leaders (SAAL)

Student Affairs Assessment Leaders (SAAL) provides the opportunity for educators that coordinate assessment for divisions of student affairs to discuss issues to improve their work. Our members lead assessment in divisions of student affairs at a variety of institutions across the U.S. The organization seeks to create an atmosphere where leaders can share and advance conversations related to creating division assessment infrastructure, supporting assessment projects, and documenting student learning as it relates to the academic mission.

If you are responsible for leading assessment efforts within your division, we encourage you to join the conversation.

Recommended Resource

Strategic Planning in Student Affairs: New Directions for Student Services, Number 132

Shannon E. Ellis (Editor)

ISBN: 978-1-118-01047-1
88 pages
January 2011, Jossey-Bass

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Description
Here, finally, is a publication completely dedicated to strategic planning in student affairs. This volume applies business and nonprofit techniques to higher education, bringing the topic of strategic thinking, planning, and acting to the daily work of the profession. Editor Shannon Ellis, vice president of student services in the College of Education at the University of Nevada, Reno, and contributing authors take the student services practitioner through the process of preplanning, implementation and assessment. They explore the role that student services strategic planning plays in budget work, academic relations and crisis management.
Resources


Ellis (2010), CH 1: Introduction to Strategic Planning in Student Affairs: A Model for Process and Elements of the Plan.

Resources


Thank You!