

Outcomes Assessment in Student Affairs: Moving Beyond Satisfaction to Student Learning and Development



Marilee J. Bresciani, Ph.D.

Director of Assessment

Division of Undergraduate Affairs

North Carolina State University

Marilee_Bresciani@ncsu.edu

NC STATE UNIVERSITY



Presentation Overview

- Overview of Assessment
- Overview of Reasons to Engage in Assessment
- Examples of Movement from Student Satisfaction to Student Development and Learning Outcomes
- Other Examples
- Questions



What is Assessment?



The Assessment Cycle

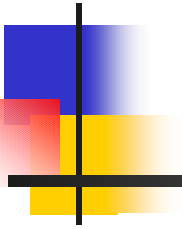
- The key questions...
 - ⑩ What are we trying to do and why are we doing it?
 - What do we expect the student to know or to do as a result of our program?
 - How well are we doing it?
 - How do we know?
 - How do we use the information to improve?
 - Does that work?

The Iterative Assessment Cycle

Adapted from
Peggy Maki, Ph.D.
by Bresciani, M.J.



Why Would You Engage in Assessment?





Purpose of Assessment

- 1) Reinforce or emphasize the mission of your unit
- 2) modify, shape, and improve programs and/or performance (formative)
- 3) critique a program's quality or value compared to the program's previously defined principles (summative)
- 4) inform planning

Purpose of Assessment, Cont.



- 5) inform decision making
- 6) evaluate programs not personnel
- 7) assist in the request for additional funds from the university and external community
- 8) assist in meeting accreditation requirements, models of best practices, and national benchmarks

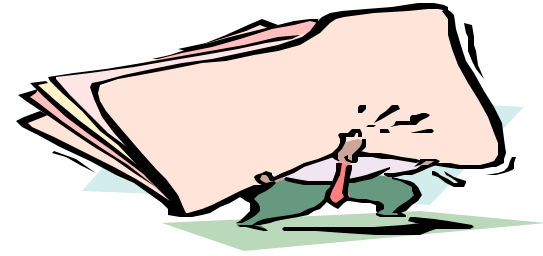


Assessment

- Most importantly, assessment should be
 - Meaningful
 - Manageable
 - Inform decisions for continuous improvement

Meaningful Use of Data

from Peggy Maki, Ph.D.



- Collect data from different sources to make a meaningful point (*for example, program samples and other samples of student work*).
- Collect data you believe will be useful to answering the important questions you have raised.
- Collect data that will help you make decisions for continuous improvement.
- Organize reports around issues, not solely data.
- Interpret your data so that it informs program improvement, budgeting, planning, decision-making, or policies.

Benefits of Assessment Done Right



- Better information
- More and better student learning and development
- Stronger programs
- Intellectual stimulation and faculty, student, and staff rejuvenation
- Enhanced collegiality
- Improved campus-wide communication
- Better administrative decisions
- Evidence to celebrate successes

Benefits of Assessment Done Right



- Better use of all resources
- Happier employers of your graduates
- Better public relations and accountability with all constituents
- Enhanced fundraising opportunities



Why Move Away from Student Satisfaction Assessment?

- Student satisfaction, utilization, and needs assessment are very important
- However, they don't help you understand the contributions of your program
- They don't tell you how your program contributes to student development and learning
- It seldom helps you make decisions for continuous improvement of your programs



Why Move Away from Student Satisfaction Assessment? Cont.

- “The concepts of learning, personal development, and student development are inextricably intertwined and inseparable.” – The Student Learning Imperative
- “Good assessment is based fundamentally on collaboration among colleagues. And since student learning takes place both inside and outside the classroom, some of the most interesting and intellectually exciting work in assessment involves collaboration among faculty and student affairs professionals.” -Banta et alia.



Why Move Away from Student Satisfaction Assessment? Cont.

"It is important for student development professionals to inform the academic side of the institution of their desire to establish, maintain, and assess functional collaborations. Among these should be collaborations that

- promote measurable student learning
- promote student engagement and socio-academic integration
- provide training to student affairs staff about learning environments and learning outcomes."

-James A. Anderson



Why Move Away from Student Satisfaction Assessment? Cont.

- “As resources decline and the competition for resources within institutions increases, every program and service must demonstrate its importance and worth.” - Upcraft and Schuh
- “...advances in the study of thinking and learning (cognitive science) and in the field of measurement have stimulated people to think in new ways about how students learn and what they know, what is therefore worth assessing, and how to obtain useful information about student competencies.” - National Research Council



Why Move Away from Student Satisfaction Assessment? Cont.

- “To assure that students have sufficient and various kinds of educational opportunities to learn or develop desired outcomes, faculty and staff often engage in curricular and co-curricular mapping” – Peggy L. Maki
- “The institution provides student support programs, services, and activities consistent with its mission that promote student learning and enhance the development of its students.” – SACS Core Requirement #10



Expectations Are Set

- Student affairs professionals are partners in learning and development
- As educators, student affairs professionals are expected to assess the development and learning outcomes of their programs.



Example of Satisfaction to...

- 97% of the career service participants will agree or strongly agree that career service programs provided information and assistance that were helpful to their preparation to leave the University.



...Development and Learning

- Students will demonstrate appropriate interview skills during video-taped mock interviews.
- Students will articulate a high level of confidence in their career choice.
- Students will document their qualifications for a position in their resume and performance portfolios.



Compare Assessment Methods for Satisfaction

- Self-report satisfaction survey
- Maybe interviews
- Maybe observations



Compare Assessment Methods for Dev. and Learn.

- Self-report Survey
- Interviews based on criteria
- Observations based on criteria
- Standardized career service assessment instruments
- Student Portfolios
- Peer evaluation
- Self evaluation
- Evidence of knowledge of discipline in portfolio



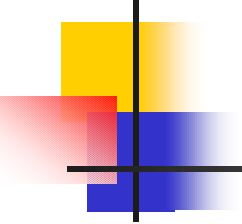
Questions to Ask Yourself

- Which outcome and assessment methods will help me understand what it is that I am doing that is leading to the outcome?
- Which outcome and assessment methods help me understand why I am doing what I am doing?
- Will this kind of evidence help me make the decisions I need to make?



Interactive Time

What is Your Example?



Another Example of Satisfaction to ...

- 85% of the student recreation participants' needs for recreational activities will be satisfied.



... Development and Learning

- Students completing the wellness class will demonstrate an understanding of the proper use of the cardiovascular and weight lifting equipment.
- Student workers will articulate a concern for student participants' safety and wellness.
- Graduate students will exhibit an understanding of how undergraduates learn about wellness issues.



... Development and Learning

- Student recreational center users will exhibit respect for the recreational center equipment.
- In partnership with student health, student participants in the jointly offered workshops will articulate an awareness of nutrition and stress' impact on wellness.



Compare Assessment Methods for Satisfaction

- Self-report satisfaction survey
- Self-report needs survey
- Utilization statistics
- Maybe interviews
- Maybe observations



Compare Assessment Methods for Dev. and Learn.

- Self-report survey
- Utilization statistics
- Interviews based on criteria
- Observations based on criteria
- Performance reviews
- Student portfolios
- Peer evaluation
- Self evaluation
- Student essays



Questions to Ask Yourself

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Interactive Time

What is Your Example?

Some Questions about Student Learning and Development

Adapted from Peggy Maki, Ph.D

- What do you expect your students to know and be able to do by the end of their education at your institution?
- What do the curricula and the co-curricular “add up to?”
- What do you do in your programs to promote the kinds of learning and development that your institution seeks?

Some More Questions

Adapted from Peggy Maki, Ph.D

- Which students benefit from which co-curricular experiences?
- What co-curricular processes are responsible for the intended student outcomes the institution seeks?
- How can you help students make connections between classroom learning and experiences outside of the classroom?
- How do you intentionally build upon what each of you fosters to achieve?



Re-Casting Services

- In some cases, you may need to re-cast your services so that you can provide opportunities to assess student development and learning.
- For example, moving from several career services programs to a career services curriculum model.

Questions that Direct the Development of Synergy between Academic Affairs and Student Affairs

James A. Anderson, Ph.D.

- What is the thinking task, intellectual experience, and/or co-curricula experience that needs to be designed relative to the preparation level and diversity of the students at your institution?
- Can the interpersonal transactions that occur in the everyday life of the student and that reflect cultural orientations serve as a basis for potential new models of critical thinking? What curricular experiences will promote this skill development?

Questions that Direct the Development of Synergy between Academic Affairs and Student Affairs Continued

James A. Anderson, Ph.D.

- What structures need to evolve to assure that students have the opportunity to enhance academic self-concept and understand their role in the culture of learning at your institution?



Questions?

http://www.ncsu.edu/undergrad_affairs/assessment/files/presentations.htm



One Minute Evaluation

- What is the most valuable thing that you learned from this workshop?
- What is one question that you still have?