

ASSESSMENT EDUCATION FRAMEWORK

April – July 2009

Assessment 110: Articulating Purpose and Mapping Activities

Friday, April 24, 2009

2:00 – 3:00 p.m.

UNH 105

WEBINAR OVERVIEW:

Effective assessment becomes easier to understand and manage when it is based on a solid foundation of knowledge that is theory based and follows a specific process. This program provides an overview of underlying theory and a process by which learning outcomes can be articulated, and from them, a plan developed to measure the degree to which students have achieved those articulated outcomes.

SESSION LEARNING OUTCOMES:

As a result of this program, participants should be able to:

- Better understand the basic theories underlying effective assessment;
- Better understand how mission, vision, and values statements guide in the identification of desired student learning outcomes;
- Discern the difference between constructs and operational definitions; Differentiate between behavioral, cognitive, and affective student learning outcomes;
- Understanding similarities and differences between work unit, division, and institutional-level student learning outcomes;
- Write clear and measurable desired student learning outcomes at the unit, division, and institutional levels.

PRESENTER:



Mark Frederick, Ph.D.

*Assistant to the Vice-President for Student Affairs
Office of Research and Assessment
Indiana State University*

Mark Frederick holds a PhD in Counseling Psychology from Indiana State University, where he focused on developmental and career theories, and a Masters degree in Counseling Psychology from Western Michigan University. Prior to his graduate training, he served in the areas of Community Mental Health and Nursing Facility Administration. For the past 11 years, he has worked in higher education in the areas of Student Academic Support Services, Career Services, and currently, as an Assistant to the Vice-President for Student Affairs and Director of the Office of Assessment and Research at Indiana State University. Mark currently serves as the NASPA Region IV-East representative to the Assessment, Evaluation, and Research Knowledge Community and is a co-author of the University Learning Outcomes Assessment (UniLOA), a nationally-normed instrument that measures student growth, learning, and development along the seven critical domains of critical thinking, self-awareness, communications, citizenship, diversity, membership and leadership, and relationships.

Assessment 150: Preparing Staff to Engage in Quality Assessment Thursday, June 25, 2009

2:00 – 3:00 p.m.
UNH 105

WEBINAR OVERVIEW:

Some people choose not to engage in meaningful assessment not because of their inherent dislike of such activities, but rather, because of their lack of knowledge as to what assessment really involves. Ongoing training and support are essential elements for effective assessment. This session provides a general introduction of how to develop an effective training program designed to bolster a culture of assessment within Student Affairs.

SESSION LEARNING OUTCOMES:

Following this session, participants will be able to:

- Participants will identify the essential elements of a strong culture of assessment at the unit and division level;
- Participants will identify the roadblocks to creating a culture of assessment in their unit and division;
- Participants will identify strategies for removing roadblocks;
- Participants will list the topics to include in a training program;
- Participants will give examples of potential on-campus experts for training staff;
- Participants will identify training opportunities on and off campus.

PRESENTER:



Carrie Zelna, Ph.D.

*Director, Student Affairs Planning, Assessment, Research & Retention
University of North Carolina-Charlotte*

Carrie L. Zelna has a PhD in Educational Research and Policy Analysis from NC State University and a Master of Science degree in Counseling and Human Development from Radford University. Carrie has held positions in student affairs for the past fifteen years including work with University Housing and the Office of Student Conduct. She is currently the Director of Student Affairs Planning, Assessment, Research and Retention at NC State University. In her roles as an assessment professional, Carrie has served as a consultant for assessing both curricular and co-curricular programs, published on assessment in student affairs, and served three years as co-chair of the NASPA Assessment, Evaluation, and Research Knowledge Community.

Assessment 310: Home Grown Surveys for Assessment
Thursday, July 9, 2009
2:00 – 3:00 p.m.
UNH 105

WEBINAR OVERVIEW:

Because of the variety of and unique nature of programs within Student Affairs, survey and assessment instruments must often be designed at the local level. Participants will be introduced to sound methods of identifying learning objectives and designing instruments that address the degree to which program objectives and student learning has occurred.

SESSION LEARNING OUTCOMES:

Following this session, participants will be able to:

- Determine when to develop a home grown survey;
- Create basic survey questions;
- Articulate methods to aid implementation;
- Establish resources for data analysis.

PRESENTER:



Darby M. Roberts, Ph.D.

*Associate Director,
Department of Student Life Studies
Texas A&M University*

Darby Roberts currently serves as the Associate Director of Student Life Studies at Texas A&M University. Before joining Student Life Studies, Darby worked in residence life. Darby earned a Bachelor of Business Administration in business analysis and research (management information systems), Master of Science in human resources management, and a Doctor of Philosophy in educational administration, all from Texas &AM University. She is editor of the NASPA NetResults assessment column and is on the NASPA Assessment, Evaluation and Research Knowledge Community Board as an At-Large member.

Assessment 400: Using Data for Decisions: Data Integration
Wednesday, July 22, 2009
2:00 – 3:00 p.m.
UNH 105

WEBINAR OVERVIEW:

A common challenge in the “world of assessment” is to “close the loop” by actually using data to drive decision-making. Engaging assessment to the point of merely collecting data is not enough; using findings to support decision-making to improve programming and overall student learning is vital if assessment is to be truly useful in higher education settings. This webinar will focus on how data can be used to inform decision-making and to advance student learning including:

- Overview of data integration techniques
- Determining appropriate uses for a data integration project
- Data storage methodologies
- Negotiating data access and use Integrating and analyzing the data
- Presenting the data

Attendees will learn the concepts involved in integrating data from multiple sources in order to build a multi-purpose dataset. The example that will be used will be creating a first year student longitudinal dataset for the purposes of program evaluation, identifying at-risk academic performance indicators and retention tracking.

PRESENTER:



Ted Elling, Ed.D.

*Associate Vice Chancellor for Student Affairs
for Research and Systems Development
University of North Carolina at Charlotte*

***Ted Elling** is the Associate Vice Chancellor for Student Affairs for Research and Systems Development at the University of North Carolina at Charlotte. His current responsibilities include coordinating research, assessment and information technology efforts for the division in addition to serving as the senior projects manager of various division and university wide initiatives. He received his Ed.D. in Higher and Adult Education from Teachers College, Columbia University with an emphasis in Student Personnel Administration. His research interests include data integration to enable assessment and program evaluation, first year student retention and graduation rate issues. He has published in the areas of assessment, minority student retention, information technology and the influence of work on college student development. He was the national co-chair for the NASPA Assessment, Evaluation and Research Knowledge Community from 2005 to 2009.*