Building a Culture of Assessment

5th Annual Student Affairs Assessment Conference

University at Albany

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Outline

- Background
- A Shift in Philosophy
- Building a Culture of Assessment
- Influential Sources
- Learning Domains
- Assessment Template
- Our Next Steps
Background
Student Affairs & Campus Life

- Chapel
- Counseling, Health & Wellness
  - CAPS
  - Health Center
  - Health Promotion
  - LGBT Center
- Student Engagement & Multicultural Affairs
  - First Year Experience (Orientation)
  - Multicultural Affairs
  - Student Leadership & Involvement
- Office of Public Safety
- Residential Life & Judicial Affairs
SAACL Assessment Committee

- **Chair**
  - Senior Assistant to the Associate Provosts

- **Senior Leadership**
  - Associate Provost for Student Life
  - Associate Provost for Diversity, Inclusion, & Engagement

- **Assessment Nerds**
  - Associate Director for Residential Life & Judicial Affairs
  - Assistant Director for Residential Education

- **Academic Affairs Partners**
  - Associate Dean, Park School of Communication
  - Faculty Representative
A Shift in Philosophy
A Shift in Philosophy

From...

Student Satisfaction → Student Self-Reporting (Indirect) → Divisional Assessment

Towards...

Student Learning → Professional Observation (Direct) → Departmental Assessment
Building A Culture of Assessment
Building a Culture of Assessment

- Just Start
- Pilot
- Make Time
- Define Purpose
- Build Confidence
- Collect & Share Resources
- Set Realistic Goals & Celebrate them
- Honor the Assessment Cycle
Influential Sources
Influential Sources

- American Association of Colleges & Universities (AAC&U) VALUE Rubrics
- Learning Reconsidered
- Learning Reconsidered 2
Learning Domains
Learning Domains

**Civic Engagement**
Sense of civic responsibility; commitment to public life through communities of practice; engagement in principled dissent; effective leadership, etc.

**Intercultural Competence**
Cultural self-awareness; culturally sensitive verbal & non-verbal communication; critical thinking; openness to learning; curiosity about other cultures

**Intrapersonal & Interpersonal Competence**
Ability to work as a team member; knowledge of own leadership abilities and weaknesses; acting with integrity & consistency; knowledge of leadership styles
**Learning Domain #3**  
**INTERPERSONAL AND INTRAPERSONAL COMPETENCE**

Developing realistic self-appraisal and self-understanding; Ability to work with people different from self; Understanding and application of collaboration and teamwork; Awareness and development of personal attributes including identity, self-esteem, confidence, ethics, and integrity; Developing meaningful relationships. (Learning Reconsidered, 2004)

**Knowledge – Skills – Behaviors**

Ability to work effectively as a team member; Knowledge of own leadership abilities and weaknesses; Ability to act with integrity and consistency; Knowledge of different types of leadership and how to work with others with different skills and abilities; Ability to assess ethical challenges and to make appropriate decisions using critical thinking.

**Sample Experiences**

Participation in leadership development workshops, trainings or retreats; Involvement in student organizations, groups, or teams; Participation in mentoring activities; Service in paraprofessional roles; Involvement in identity based affinity groups; Participation in a formal leadership role; Residing in a living-learning community; Student employment experience.

<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Program or Initiative</th>
<th>How we measure</th>
<th>Timeline</th>
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Interpersonal and Intrapersonal Competence

Leadership Scholars Portfolio Review
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<thead>
<tr>
<th>Needs Improvement</th>
<th>Acceptable</th>
<th>Effective</th>
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<tbody>
<tr>
<td><strong>Portfolio Organization</strong></td>
<td>No Table of contents; items are missing or unclear; errors in spelling, grammar, etc.</td>
<td>All required materials are included and labeled clearly. Presentation is neat.</td>
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<tr>
<td><strong>Portfolio Reflections</strong></td>
<td>Comments are general or only recap what student did without connection to whole student experience.</td>
<td>Reflection is specific and personal. Exhibits some self-awareness and thoughtfulness.</td>
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<td><strong>Portfolio Artifacts</strong></td>
<td>Not relevant – difficult to determine what items were evidence of.</td>
<td>Connection of artifacts to reflection. Variety of types (photos, documents, written pieces, etc.)</td>
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</tbody>
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Portfolio Evaluation Results

Dec 2013 | Apr 2014
------- | -------
Effective | Needs Improvement
Acceptable | Effective
Our Next Steps
Our Next Steps

- Structural
  - Committee changes
  - Department changes
- Technology
- Ongoing Training
- Assessment Cycle
