IHEC Assessment Training

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Overview

• Fun
• Learn
• Practice
• Reflect
Introductions
Case Study

• KPU University

• Organization description
Organizational Effectiveness Model

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
- Performance Indicators
- Outcomes-Based Assessment
- Reflection and Intentional Change
Major Activities

- Step 1
  - Student Life Goals
  - Department Goals
  - Major Activities
  - Expected Outcomes
    - Performance Indicators
    - Outcomes-Based Assessment
  - Reflection and Intentional Change

progress
Expected Outcomes

Step 2

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
- Performance Indicators
- Outcomes-Based Assessment
- Reflection and Intentional Change
Performance Indicators

Step 3
Outcomes-Based Assessment

- Student Life Goals
- Department Goals
- Major Activities
- Expected Outcomes
- Performance Indicators
- Outcomes-Based Assessment
- Reflection and Intentional Change

Step 5
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”

Identify Outcomes → Gather Evidence → Interpret Evidence → Implement Change → Identify Outcomes

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.
As a result of the lecture, students will name the nine Principles of Good Practice for Assessing Student Learning.
ABCD Example

As a result of being employed as an RA, Condition

these students will demonstrate servant Audience Behavior

leadership behaviors.
As a result of attending the workshop,

Condition

students will be able to identify

Audience Behavior

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

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

# Affective Domain Verbs


## Internalizing Values

- Acting in accordance with the new value.

## Organizing/Conceptualizing

- Integrating values into one’s priorities/set of values.

## Valuing

- Showing involvement or commitment.

## Responding

- Actively responding to or showing new behaviors as a result of new ideas or phenomena.

<table>
<thead>
<tr>
<th>Receiving</th>
<th>Responding</th>
<th>Valuing</th>
<th>Internalizing Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being aware of or sensitive to ideas or phenomena.</td>
<td>Actively responding to or showing new behaviors as a result of new ideas or phenomena.</td>
<td>Showing involvement or commitment.</td>
<td>Acting in accordance with the new value.</td>
</tr>
</tbody>
</table>

### Sample Verbs

- **Receiving**
  - accept
  - acknowledge
  - attend
  - listen
  - observe

- **Responding**
  - clarify
  - contribute
  - question
  - react
  - respond

- **Valuing**
  - demonstrate
  - join
  - justify
  - participate
  - support

- **Internalizing Values**
  - commit
  - modify
  - prioritize
  - reconcile
  - synthesize

- **Sample Verbs**
  - act
  - display
  - exhibit
  - perform
  - practice
## Learning Outcome Checklist

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

Dogbert Consults

Where does your company fit on this comprehensive list?

- Facebook
- China
- Irrelevant

Now let's form breakout groups to fantasize about being relevant.
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

1. Gather Evidence
2. Identify outcomes
3. Interpret Evidence/Implement Change
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
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- Staff and Faculty
- University and Community partners
- US Department of Education
- Possible donors
- University administrators
- 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-out
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
• 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