

# IHEC Assessment Training

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# Overview

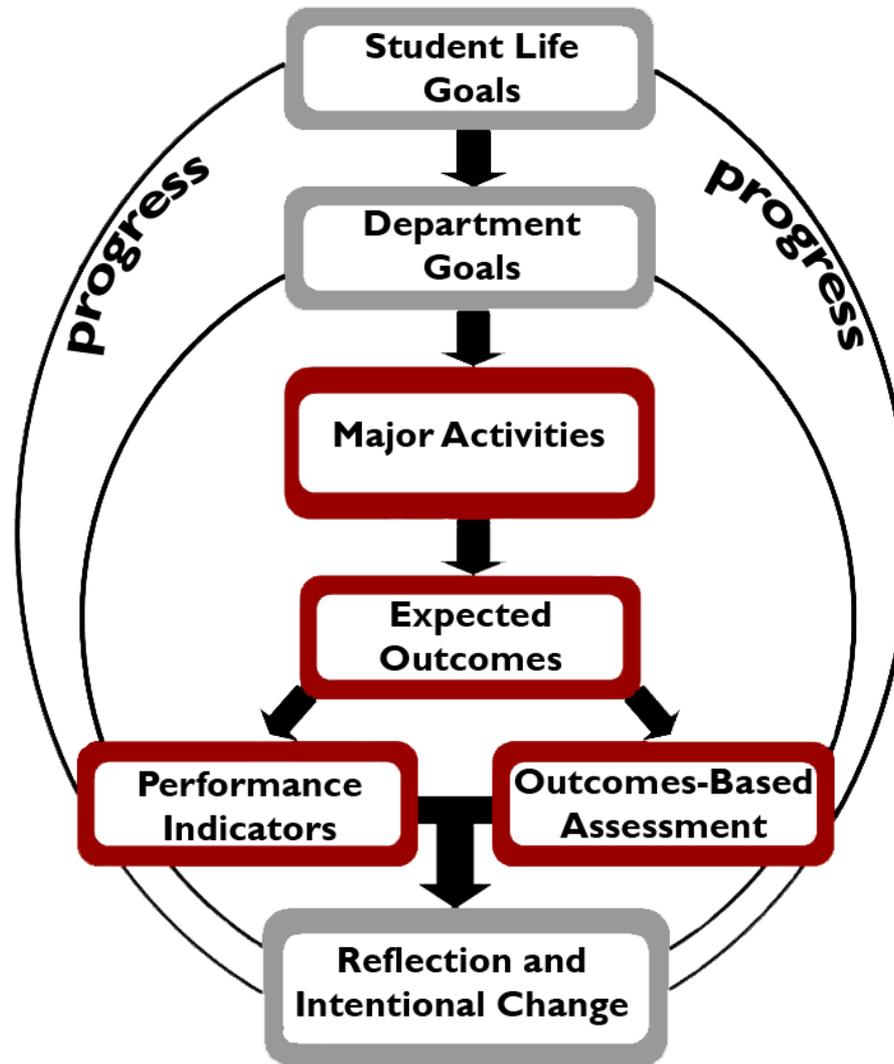
- Fun
- Learn
- Practice
- Reflect

# Introductions

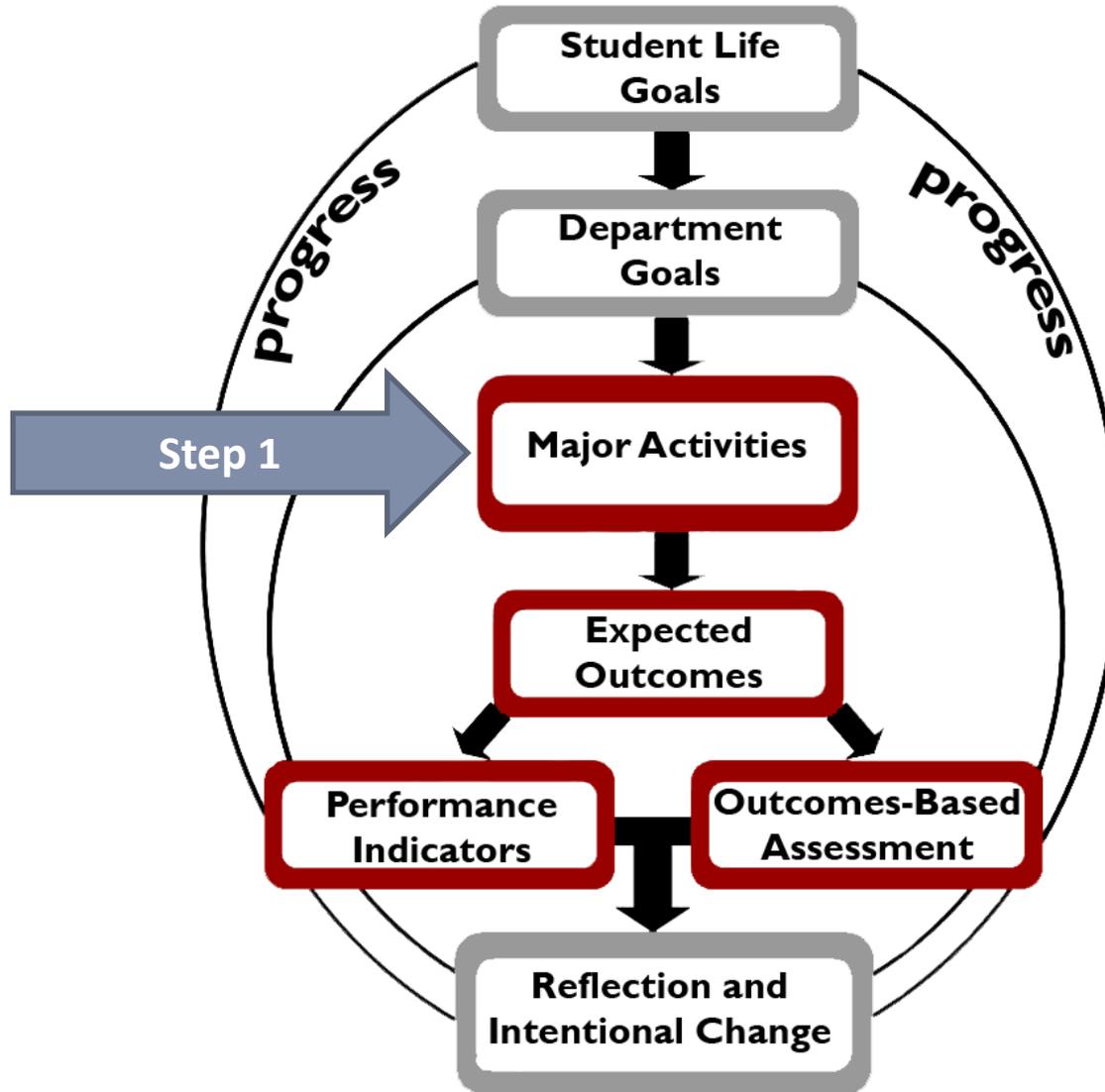
# Case Study

- KPU University
- Organization description

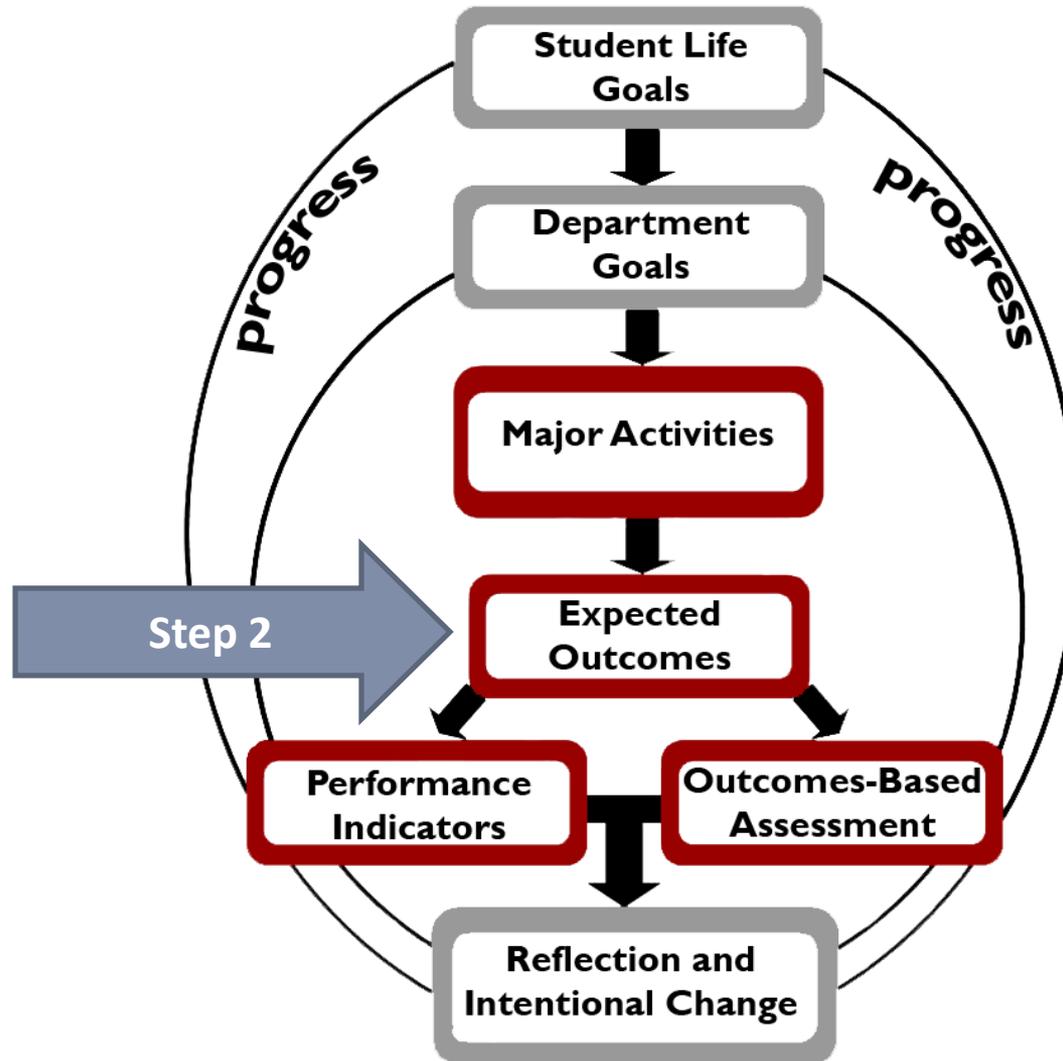
# Organizational Effectiveness Model



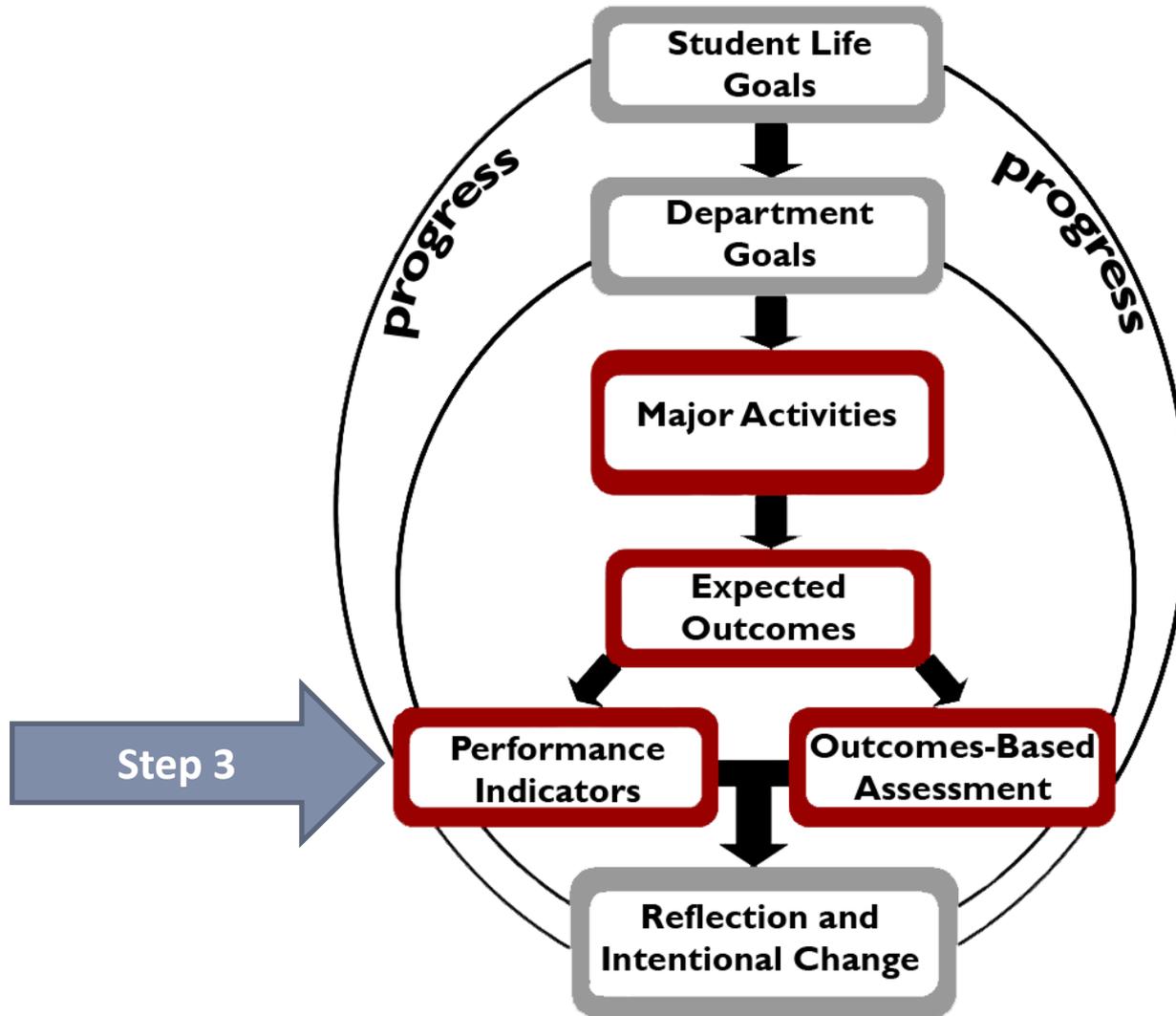
# Major Activities



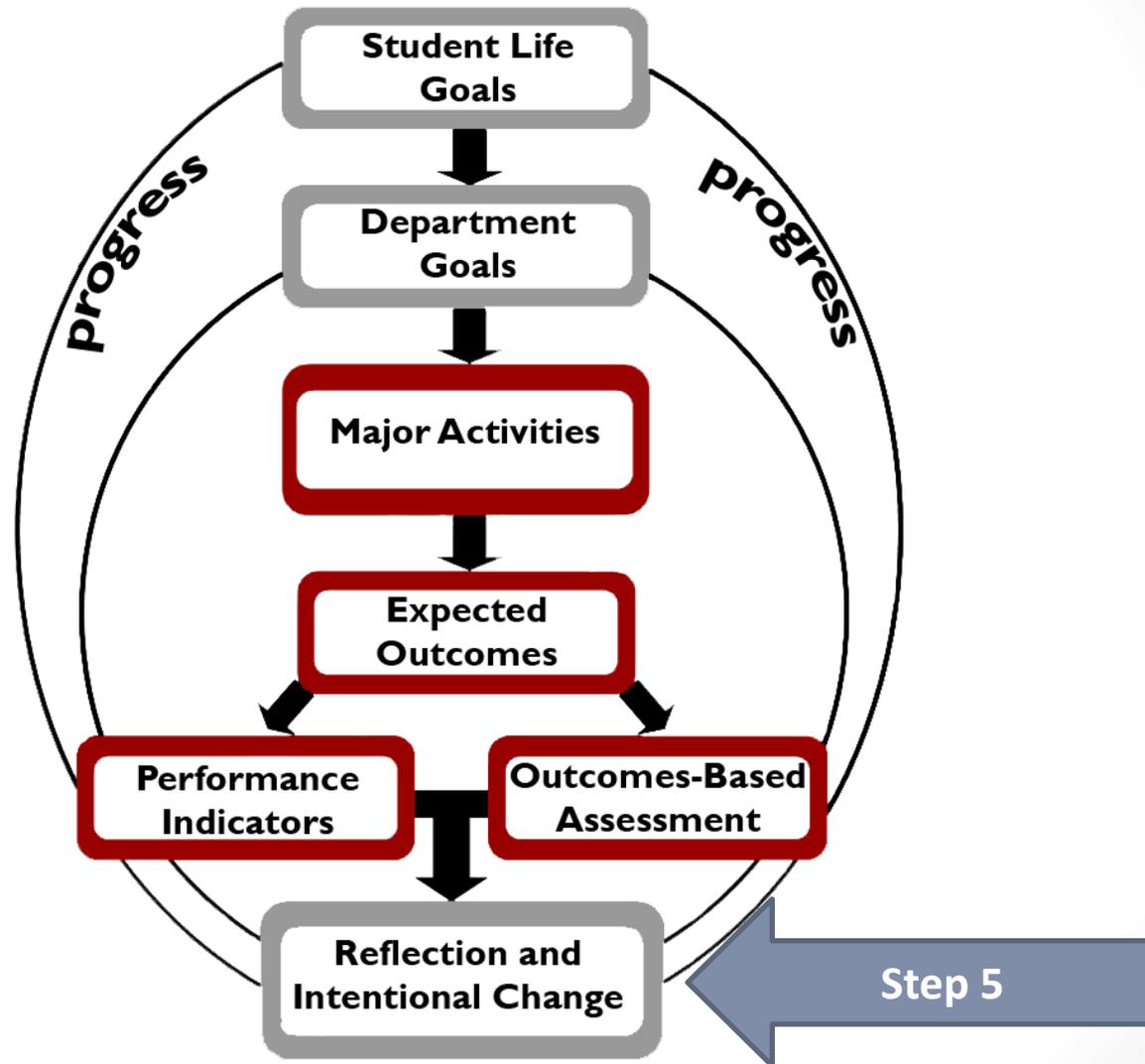
# Expected Outcomes



# Performance Indicators



# Outcomes-Based Assessment



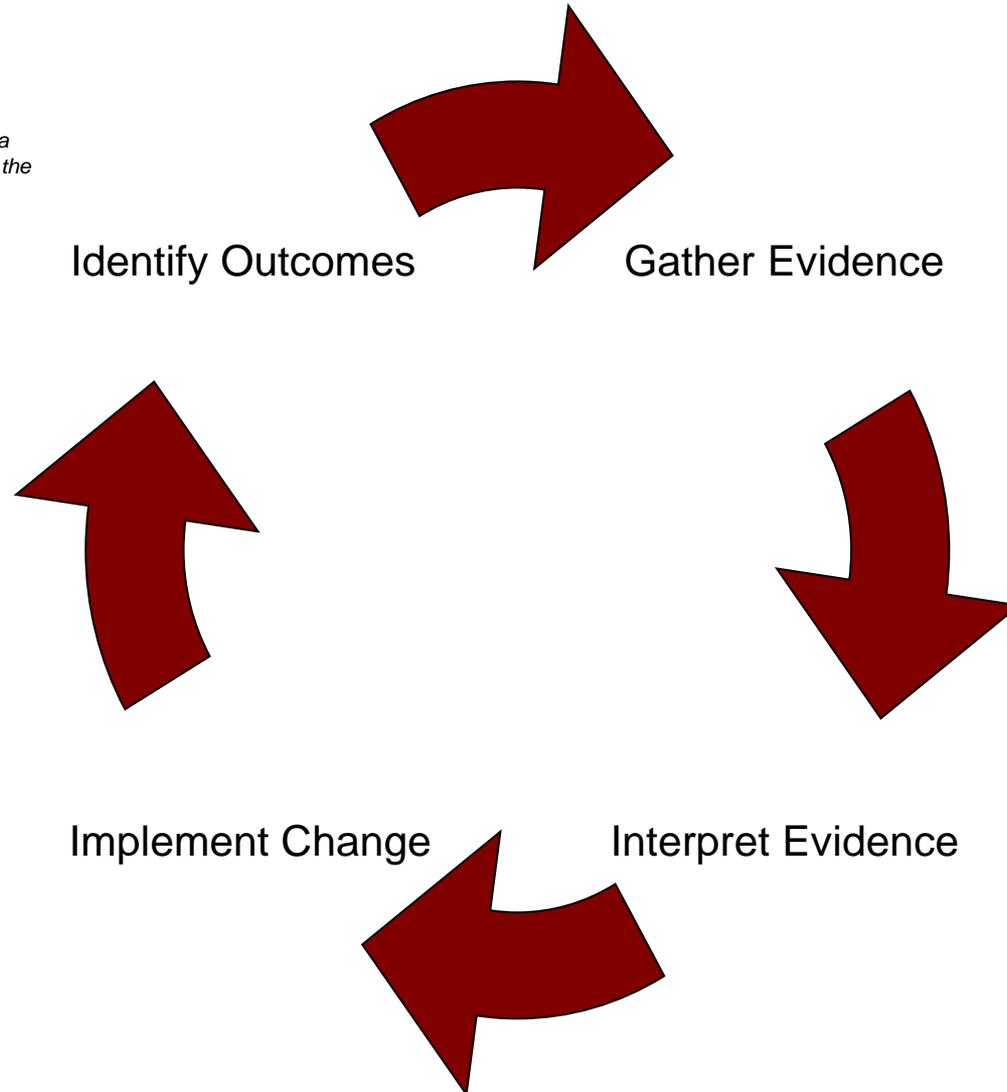
# Reflection Exercise

# 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”

Adapted from: Maki, P.L. (2004).  
*Assessing for Learning: Building a Sustainable Commitment Across the Institution*. Sterling, VA: Stylus.



# 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

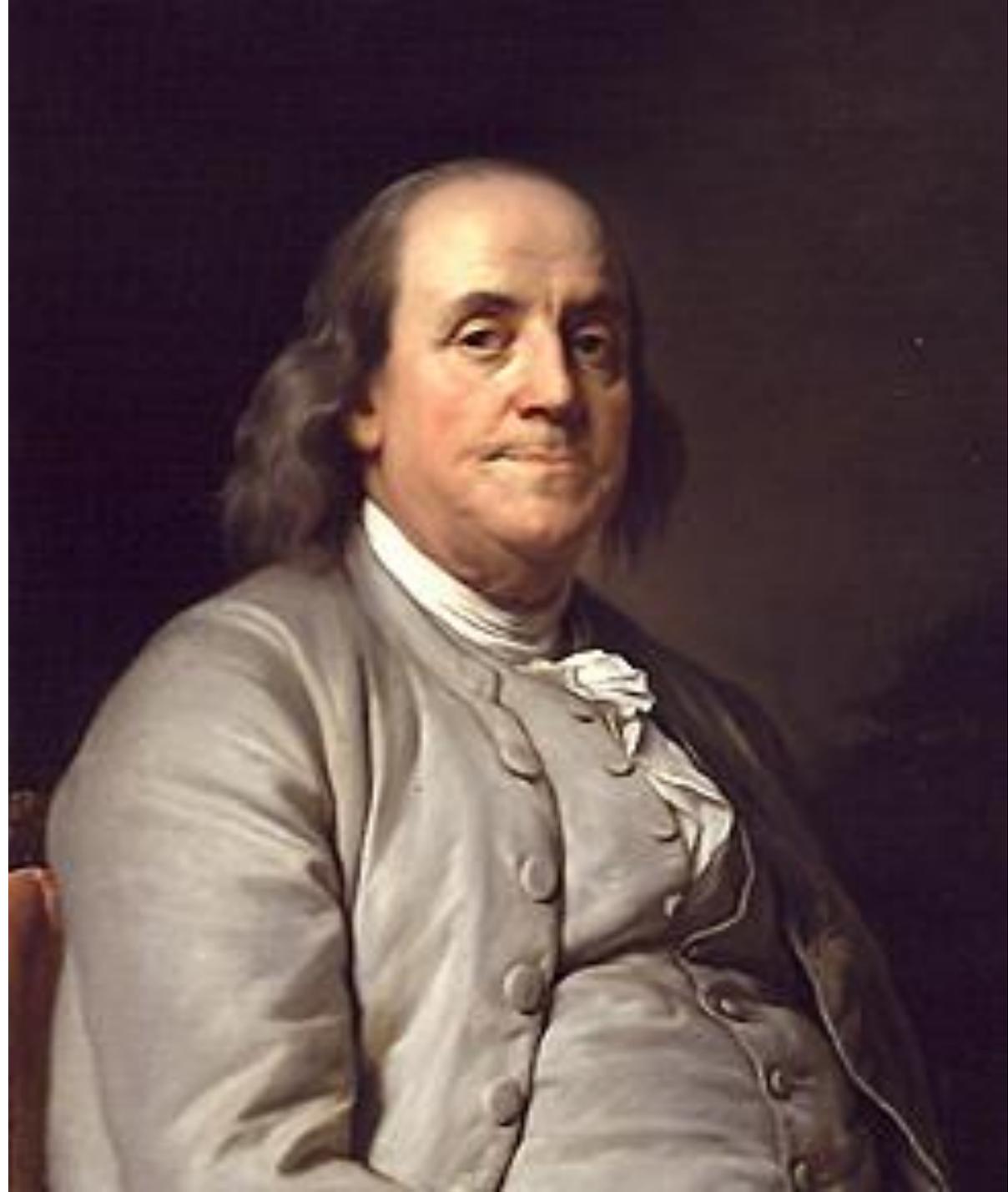
## Step Six:

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.**

# ABCD Example

As a result of the lecture

name

*Condition*

*Behavior*

*(future tense)*

students

*Audience*

will

the nine Principles of Good Practice for Assessing

Student Learning. *Degree of Achievement*

# ABCD Example

As a result of being employed as an RA,

*Condition*

these students

*Audience*

will demonstrate servant

*Behavior*

leadership behaviors.



# ABCD Example

As a result of attending the workshop,

*Condition*

students

*Audience*

will be able to identify

*Behavior*

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

# Cognitive Domain Verbs

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

# Affective Domain Verbs

Receiving	Responding	Valuing	Organizing/ Conceptualizing	Internalizing Values
Being aware of or sensitive to ideas or phenomena.	Actively responding to or showing new behaviors as a result of new ideas or phenomena.	Showing involvement or commitment.	Integrating values into one's priorities/set of values.	Acting in accordance with the new value.
<i>Sample Verbs:</i> accept acknowledge attend listen observe	<i>Sample Verbs:</i> clarify contribute question react respond	<i>Sample Verbs:</i> demonstrate join justify participate support	<i>Sample Verbs:</i> commit modify prioritize reconcile synthesize	<i>Sample Verbs:</i> act display exhibit perform practice

# Learning Outcome Checklist

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

# 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

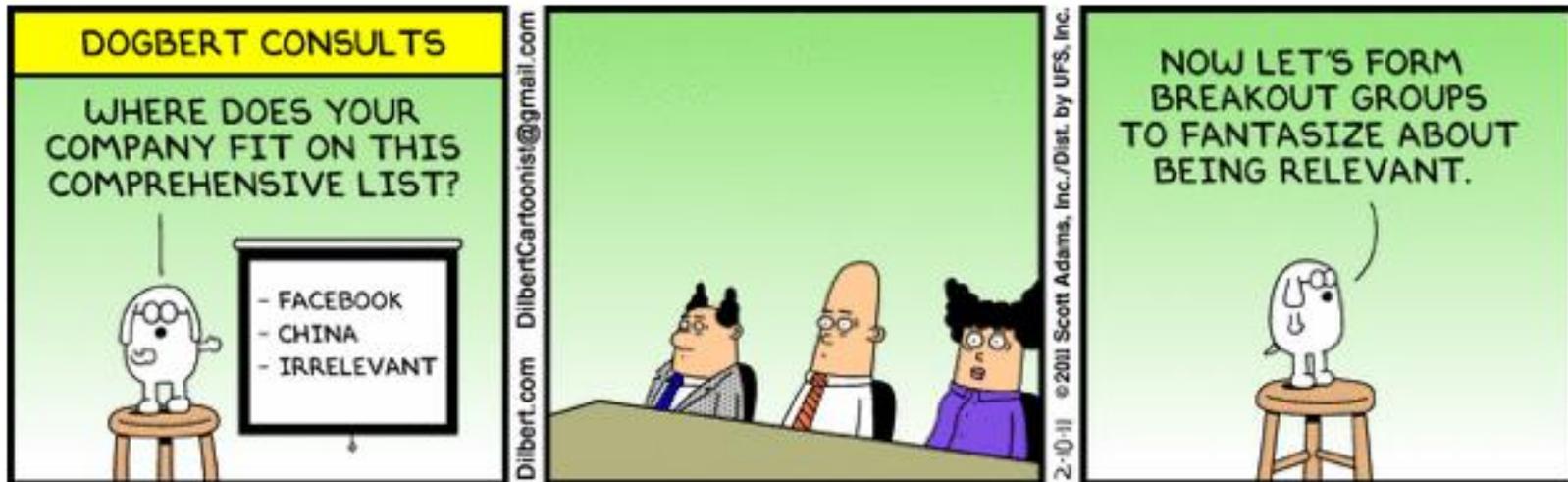
- Driven by a question
- Selection of method should align with your question and the type of information that you need.
  - May need more than one option to fully understand an issue
- Qualitative and quantitative
  - Not dichotomous, really a continuum



# Collecting Data

- Use of institutional data
- Surveys
- Interviews/Focus groups
- Document analysis
- Rubrics
- Participant observation/Observation
- Photo elicitation
- Journaling

# Lunch



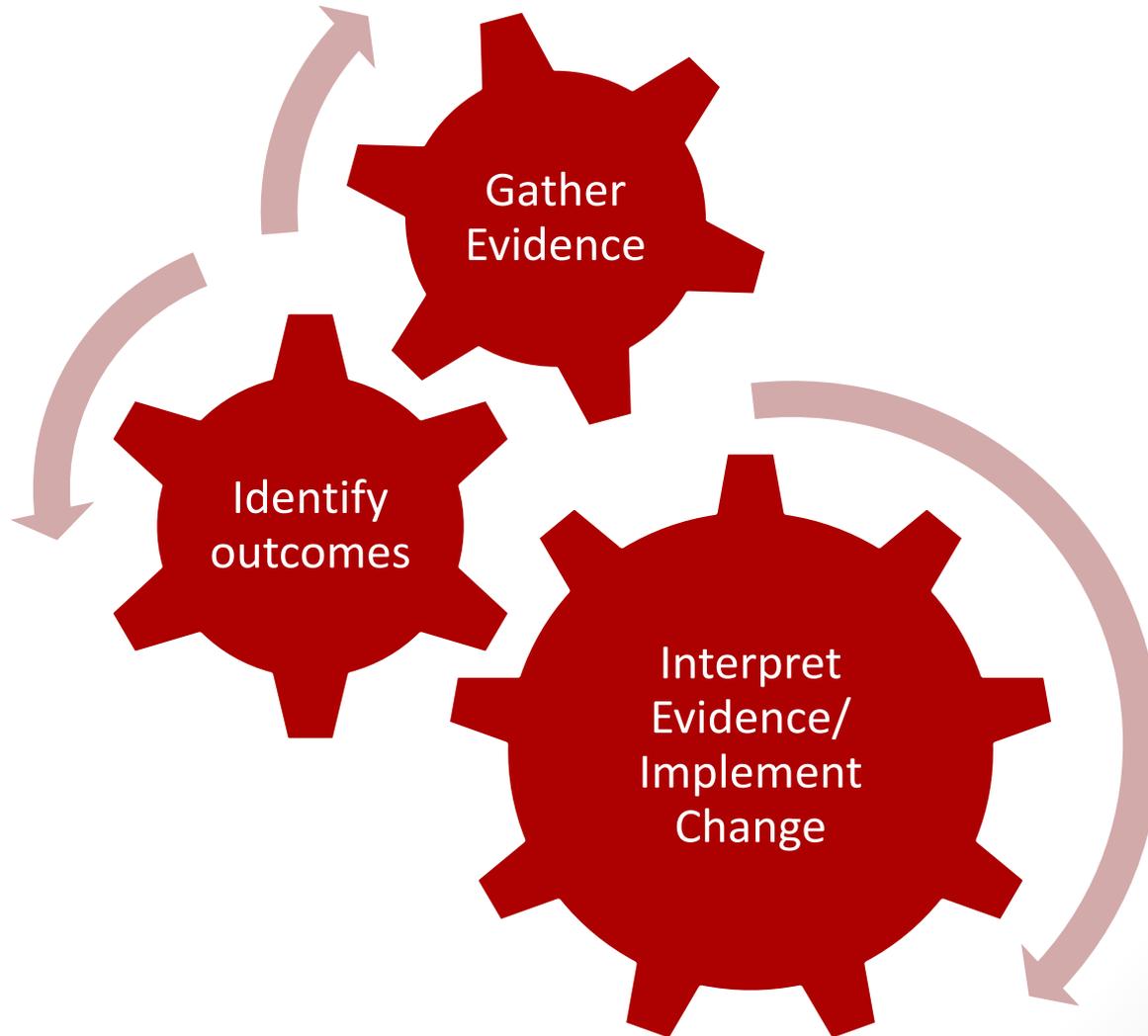
# Creativity is Key

- An example of a creative way to get a message across

# What's the connection?

- Parallel tracks
- Symbiotic relationship
- Communication with information

# Assessment/Communication



# 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
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- 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-outs

# 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

# Communication Plan:

## How the Health Are You Fair

- 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