

ENGAGING AND TRAINING STAFF TO CONDUCT ASSESSMENT

CAS National Symposium 2009

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Overview

- Begin at the beginning--engaging staff to include assessment into everyday practice
- What are your concerns about training staff to conduct assessment?
- Asking Questions: A Case Study
- Other formal training opportunities
- From strategic planning to staff work plans
- Training: Unit, Student Affairs Division
 - Example-Activity: CAS Self-Assessment

Concerns & Questions Engaging- Training Staff for Assessment

[Concerns.docx](#)

Begin at the Beginning

Engaging staff to include
assessment into everyday practice



Beginnings ... Assessment at Staff Retreat, Staff Meetings

Connect to Missions

- Review institutional mission & strategic plan; division mission & strategic plan, unit mission & strategic plan or goals & objectives
 - Where do your unit and programming fit?
 - Don't have a unit mission or goals & objectives? Now is the time to develop them.
 - Set up a matrix or table that connects them all

Engagement Activities

- Plan a Staff Assessment Retreat Day
- Include an assessment discussion in every staff meeting:
 - Assign a unit objective to each staff member for analysis
 - What is the objective
 - Is it a program accountability outcome or student outcome?
 - How does it relate to student learning?
 - What activity(ies) are planned to accomplish the outcome?
 - How do you know that the outcome is accomplished?
 - Common readings—short!

ACPA ASK Standards - Assess level of Staff Assessment Knowledge & Experience:

http://www.myacpa.org/pub/pub_books_assessment.cfm



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Other Publications

Assessment, Evaluation & Research

ASK Standards Booklet



Use ASK intentionally as a basis to further develop your assessment knowledge and that of your staff. Endorsed by national accrediting bodies, associations, and assessment experts, the ACPA ASK Standards articulate the areas of assessment skills and knowledge (ASK) needed by student affairs professionals in all functional areas as well as by others. Use ASK to plan staff training or your own further development through [ACPA eLearning courses](#), [Webinars](#), [State/International division conferences](#), and the [annual ACPA assessment conference](#). ASK is your "what do I need to know?" professional development road map! ASK is a member service from the [ACPA Commission for Assessment and Evaluation](#). [View the list of](#)

[ASK Contributors](#).

[Click here to order the ASK Standards booklet at ACPA](#)
[Members download the PDF version of the ASK Standards booklet for free](#)
[Members exclusive - ASK Needs Assessment for free](#)

Assessment Planning Tool

The two CD-set contains the Ten-Step Matrix in Student Affairs Assessment and the Ten-Step Matrix in Student Outcomes Assessment. The CDs help: determine the best assessment method, data collection plan, identify instruments, identify control and environmental variables, analyze data, and determine suggestions for policy and practice. Developed in partnership with the Center for the Study of Higher Education at Penn State University and based on the Assessment Practice in Student Affairs: An Application Manual by John Schuh and Lee Upcraft. [Click here to order Assessment Planning Tool at the ACPA Online Store.](#)

What is this?

Asking Questions

**Engaging and Training Staff to
Conduct Assessment: A Case Study in
Program Assessment and Design**

Engaging Staff in Assessment

Engaging and Training Staff to Conduct Assessment:

A Case Study in Program Assessment and Design

□ Case Study Background:

Denise Wesley is the new Learning Programs Director at Opportunity University, a regional comprehensive public university that serves a large and diverse student population including many first generation, lower income, adult, and commuter students. Along with other higher education institutions in the state, OU is experiencing large budget cuts to all student services units. Denise reports to the Associate Vice President for Student Retention and Student Affairs. The Learning Programs have been funded at OU for 10 years and recently, the program was co-located in the newly remodeled Student Learning and Faculty Teaching Excellence Commons Building. The Learning Commons Building now houses a large tutorial hall, the Advising Center, the TRIO Student Support Services program, Service Learning programs, a satellite Writing Center, the Transfer Center, the Center for Faculty Teaching Excellence, and several classrooms and small tutorial rooms. The Learning Programs is responsible for providing activities focused around student learning and includes study strategies workshops, free individual tutoring for five higher risk general studies courses (Biology 101, Sociology 101, History 101, Psychology 101, and Math-College Algebra 101), and coordination of activities around the first-year common reading. Last year, the program provided individual tutors for 250 students, most of whom were first-year students. Denise supervises three full-time professional staff: a tutor-coordinator, and two academic coaching specialists.

When Denise accepted the position, the Associate VP charged Denise with increasing student participation in the Learning Programs activities, especially targeting participation from the diverse student populations on campus, and adding new activities focused on learning. Although she did not have data, the VP thought that these students did not attend past Learning Program activities and she hoped they would utilize services in the new location. With the recent move and co-location, Denise was asked to assist with coordinating the co-location of several tutoring programs on campus (TRIO Student Support Services, Arts and Sciences drop by tutoring, and the Learning Programs individual tutoring), but without an increase in resources.

□ See: Case Study...

Case Study Questions:

Questions for consideration:

- What kind(s) of training will the staff need to conduct further assessment and what format? How will Denise engage staff, find time for staff training, and change the unit culture to include assessment?
- What does the tutoring data suggest about learning outcomes, student participation & cost-effectiveness?
- What other tutoring data should be considered to determine if the services are producing the learning outcomes?
- Because learning outcomes were not clearly identified at the beginning, how will they know if desired outcomes were accomplished?
- What qualitative data (if any) should be added to provide additional information about tutoring experiences?
- What data should the staff collect/analyze related to Study Strategies workshops?
- What should be implemented to better plan for and assess student learning related to tutoring and study strategies?
- How can/should the Associate VP for Retention & Student Affairs facilitate assessment training for all staff levels in the Division, and create a climate of assessment in the Division?

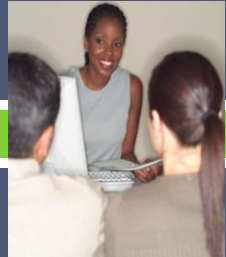
Other Unit Formal Training Opportunities

- Participate in Assessment Webinars
 - Use Website Resources
- Complete Institution's Human Subjects Research On-Line Training (and earn certification)
 - Student Voice (is your institution a subscriber? Webinars are free.)
 - NASPA Assessment, Evaluation & Research Knowledge Community

[FrameworkBrochure-Feb09.pdf](#)

<http://www.naspa.org/kc/saer/framework.cfm>

Sponsor Institution or Division Assessment Activities



- Sponsor an annual one-day *Assessment Conference*
 - Institution only, or collaborate with other institutions in area; concurrent session presenters also
 - Keynote: engaging assessment presenter (CSU– Jillian Kinzie NSSE; Cathy Small , *My Freshman Year*; Marilee Bresciani, researcher, author, faculty member)
- Staff-faculty Assessment Institute; year long institute, training and assessment projects (University of Northern Colorado)
- Assign Division wide assessment common readings and sponsor brown bag or other discussion opportunities
- Sponsor forums for presenting survey or other assessment results, especially division-wide (NSSE, CSSE, EBI, Eduventures, etc.)

Sponsor Institution or Division Assessment Activities

- Sponsor monthly Assessment Brown Bag lunches , with identified topics and facilitators; highlight recent dissertations from Student Affairs
- Collaborate with Teaching Center (two-day conference on critical thinking; invited faculty and staff. Organized critical thinking communities of practice – developing critical thinking rubrics.)
- University program review teams – staff volunteer to participate on a review team

Critical Point: Must schedule time for these activities for staff; schedule / allow time to attend & participate!

From Strategic Planning to Individual Work Plans

Unit Strategic Planning

- Identify assessment processes, student learning domains in unit strategic plan
- Include staff roles and areas
- Directly related to program accountability and self-assessment

Individual Staff Work Plans

- Ask staff to identify two student learning outcome domains (CAS) in their work areas
- Include in each staff annual work plan
- Include timelines and quarterly review
- Add assessment to staff position descriptions/part of annual review

Training for CAS Self-Assessment Process

At Staff Meetings or at the Staff Assessment Retreat:

- Assign one section of relevant functional area standard to staff member for discussion at each staff meeting
- Activity: “*Where in the _____ Standards & Guidelines does it say...*”

Retreat: Learning about the CAS Self-Assessment Process

- Review the 5-step process
- Practice Part 2: reach agreement about the meaning of each standard, including terms
- Brainstorm ideas about documentary evidence for meeting a standard
- Practice judging performance from the documentary evidence
- Sharing results: brainstorm possible audiences (partners, other essential stakeholders, including institutional and policy stakeholders, broader functional area field)

Sharing Ideas:

Please share your ideas for engaging and training staff to conduct assessment...

First Steps: Developing an Assessment Training Implementation Plan (Unit leader and Staff)

Staff Assessment Training Implementation Plan

Activity	Resources	Timeline	Learning Outcome	Met?



QUESTIONS?

THANK YOU.

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