Toot Your Own Horn! A Simplified Approach to Program Assessment

What are you hoping to learn in today's session?

Go to
https://is.gd/CASFAA
on your mobile device to answer!

OR

Scan the QR code on your mobile device to answer!

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Toot Your Own Horn!

A Simplified Approach to Program Assessment

CASFAA 2019

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Who are you?

- Introduce yourself
- How many years experience with assessment?
- What are you hoping to learn today?
- What barriers do you face?

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Who am I?

- Self-Proclaimed Assessment Geek
- 13 years experience in student funding
- Financial Literacy enthusiast
- Focus on Behavioural Economics
- President, Alberta Student Awards Personnel Association
- CASFAA Award of Merit (2015)

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P.S. We just did some assessment!

What are you hoping to learn?

Microsoft Forms
Google Forms
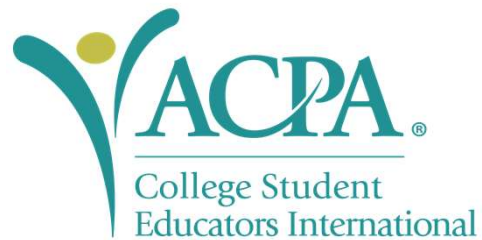Poll Everywhere
iClicker
Paper

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Session Outcomes

• Barriers to assessment

• Importance of assessment

• Assessment Cycle

• Outcomes

• Assessment Design

• Data

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Assessment Institutes

Barriers to Assessment

- Time
- Money
- Know-how
- Just getting started
- Fear
- Value?
- Data hoarding/silos

Why is Assessment Important?

Internal Pressures

- Budget
- "Do more with less"
- Restructures
- Competitive environments- what's your value?

External Pressures

- Accountability
- Base funding
- Innovate
- Public perceptions of value/worth

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Finding a Path

- Climate or Environment- assess behaviours or attitudes among target population on campus
- National Standards (ie CAS)- Compare against a set of pre-established standards/criteria
- Comparables/benchmarking- compare against a comparison group (national, provincial, similar institution/program)
- Effectiveness- cost, program, outcomes

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Types of Assessments

- Volume statistics- tracking service usage or program participation
- Needs- awareness of student/target population trends/experiences
- Satisfaction- perception of service/program/campus
- Outcomes- learning/program to show a specific initiative is meeting stated objectives
- Benchmarking- measure against a standardized set of criteria or industry best practice
  - CASFAA Benchmarking Survey
  - CAS Standards
  - Other similar institutions
  - Provincial counterparts

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What's your story?

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Research vs. Assessment vs. Evaluation

Research	Assessment	Evaluation
Collection & Analysis of data to build/confirm theory and conceptual foundations	"Any effort to gather, analyze and interpret evidence which **describes** institutional, departmental, divisional or agency effectiveness (Upcraft & Schuh, 1996)"	Use assessment evidence to **improve** institutional, departmental, divisional or agency effectiveness (Upcraft & Schuh, 1996)"
Guide theory development	Guides good practice	Use data to improve effectiveness
Test concepts	Gather data	Do something with the data, action oriented
Broad implications for student affairs & higher education	Implications for a single institution	Implications for a single institution

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Comprehensive Assessment

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What is your focus?

SHIFT →

| From	To
Planning activities	Thinking about how to change the student/student experience as a result of what we do
Asking "what are we going to do"	Asking "how will students be different, change, grow as a result of what we do?"
Only reporting what we do	Also reporting what difference we are making
"We offered 20 financial literacy workshops"	Are students spending more responsibly/planning differently? Are attendees demonstrating improved skills, knowledge and abilities on award/bursary applications?

Answer the question: "So What?"

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Assessment Cycle

Adapted from: ACPA Assessment Institute, 2016

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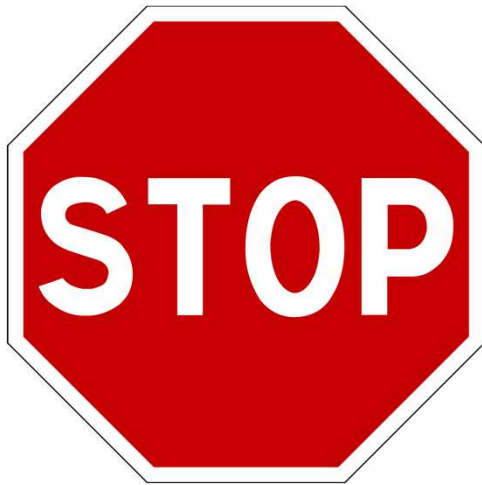
What is still unclear?

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Goals vs. Outcomes

Goals
- Broad *aspirational* statements about the future state of a program/unit
- Aligned to mission

Outcomes
- *Operational* statements about tasks to be accomplished
- Aligned to goals

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Administrative/Program vs. Learning Outcomes

Administrative/Program

- Program/Service usage
- Satisfaction
- Efficiency/Procedural (time to complete, error reduction)
- For example: Decrease emergency funding requests by 25% over last year.

Learning

- Describes a key learning, how you want target audience to demonstrate knowledge, skills, abilities
- For example: As a result of attending NAIT's financial literacy session, participants will be able to identify minimum monthly payment, due date and interest rate on a credit card statement.

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ABCDs of Writing Outcomes

A= Audience	B= Behaviour	C= Condition	D= Degree
• Who are you targeting?	• What will your audience think, know, do?	• Under what circumstance/context?	• How well or to what extent must the behavior be performed?

As a result of {condition}, {audience} will demonstrate {behavior} to {degree}.

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Examples

- As a result of attending financial literacy workshops **(C)**, attendees **(A)** will be able to list **(B)** 3 things impacting their credit score **(D)** .

- As a result of meeting with a Financial Aid Advisor **(C)**, students **(A)** will be able to list 4 funding options for paying for post-secondary **(D)** and incorporate them into a realistic budget **(B).**

- As a result of attending an Awards application workshop **(C)**, errors on award applications **(B)** will decrease by 10% **(D)**.

- Now you try!

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Assessment Design

Determine your purpose: use your mission, goals, objectives

Examine past assessments: what did you do with the data?

Select appropriate methods

Identify ethical/logistic considerations: Appropriate resources? Political considerations?

Generate best question/answer format: survey, focus group, direct assessment etc.

Note the purpose of each data point

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From: ACPA Assessment Institute, 2016

Note the purpose of data points

- Why are you asking each question?
- Compare against purpose/outcomes
- Eliminate overlap
- Eliminate "nice to know"
- Retain for ease of data analysis

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Data Points

"After attending Financial Aid's Orientation session, 90% of new students were able to locate the Financial Aid Office on campus."

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Choosing your methodology

- Survey =/= Assessment (survey exhaustion is real!)
- Start with the end in mind: outcome determines methodology
- Will your data allow you make changes/improvements? If not, why do it?
- Data that represents a point in time vs. snapshots over time?
- Will you be able to share the data/story? How?

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Assessment methodologies
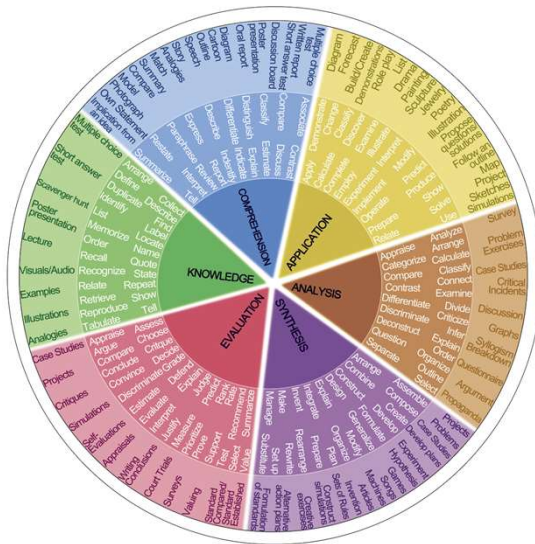
Qualitative vs. Quantitative	Direct vs. Indirect
Assessment Methodologies	
Formative vs. Summative	Population vs. Sample

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Taxonomy

From: https://teachonline.asu.edu/2012/10/aligning-assessments-with-learning-objectives/

Assessment Plans

- Keep it simple!
- Encourage involvement of individuals
- Link to process (institutional planning & budgeting)
- Iterative: add detail as you go
- Targeted & Focused
- Comprehensive Assessment =/= Assess all the things!
- Use in decision making
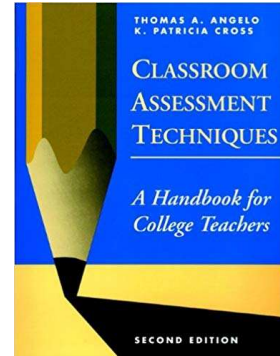- Feed into an implementation plan for improvement/change

Close the Loop

- What will you change/improve? Do you need an implementation plan?
- Share your story: who is your audience? What are the obvious next steps?
- Infographics (see Univ of Arizona Data Bytes)
- Beauty is in the eye of the beholder: How data is formatted/shared may be more important than content
- Link back to foundational documents: how are you moving the needle on institutional priorities?

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In six words, share how you are going to start/ further assessment at your institution (it doesn't have to be grammatically correct!)

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Assessment Techniques

- Polls
- Muddiest Point
- Six Word Memoire
- One Sentence Summary
- Use technology or coloured paper

THOMAS A. ANGELO
K. PATRICIA CROSS

CLASSROOM
ASSESSMENT
TECHNIQUES

A Handbook for College Teachers

SECOND EDITION

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Thank you!

How would you summarize this presentation in one sentence?

Contact me!

Sirina Hamilton
Manager, Student Awards & Financial Aid
NAIT
sirinah@nait.ca
(780) 491-3117

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