



THE UNIVERSITY OF ARIZONA

Student Affairs & Enrollment Management
Academic Initiatives & Student Success

Assessment Institute

Location: SUMC, Office of Student Engagement

Time: 8:30-10:30am

Optional reading:

Schuh, J. H., Biddix, J. P., & Dean, L. A. (2016). *Assessment in student affairs* (2nd ed.). San Francisco, CA: John Wiley & Sons.

UA Library available E-Book "Chapter Download": <http://sabio.library.arizona.edu/record=b7803498~S9>

Module 1: Assessment 101

September 28, 2017

Instructor(s):

Jennifer Ludwig, Associate Director, Academic Success & Achievement

Marla Franco, Director, Assessment & Research

- Introductions and program overview
- Identify stages of the assessment cycle
- Differentiate between assessment, program review, evaluation, planning, and research, as well as the methodologies appropriate to each
- Ability to explain different types of assessment and determine best use
- Understand basic functionality and utility of Campus Labs

Optional reading:

Chapter 1: Understanding the Contemporary Assessment Environment

Chapter 2: Designing and Planning an Assessment Project

Module 2: Outcome-based assessment

October 5, 2017

Instructor(s):

Lucas Schalewski, Assessment & Research Specialist

Mike Schilling, Community Director, Housing & Residential Life

- Explain the significance and purpose of outcome-based assessment
- Understand one framework used to successfully plan, implement, and report outcome-based assessment
- Understand how to clearly define and operationalize a student population you intend to assess
- Effectively articulate intentional student learning/development and program outcomes
- Align learning/development and program outcomes with unit, division, and UA goals and values

Optional reading:

Chapter 4: Measuring Individual Student Learning and Growth

Chapter 5: Program Outcomes and Program Review

Module 3: Qualitative Methods

October 12, 2017

Instructor:

Laura Andrews, Assessment Coordinator, THINK TANK

- Ability to design a qualitative assessment plan including learning objectives, conceptual approach, selection of appropriate qualitative data collection techniques, and analysis plan
- Conceptually assess basic qualitative designs and analysis techniques, including factors that might lead to design and analysis problems, such as those relating to sampling, trustworthiness, inter-rater reliability, and researcher bias



Capstone Project Check-In: After discussing with your supervisor, have an assessment project selected for your unit/department. As appropriate, write the goals and outcomes which will frame your assessment.



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Module 4: Quantitative Methods

October 19, 2017

Instructor:

Liz Rennick, Assessment and Research Analyst

- Ability to design a quantitative assessment plan including learning objectives, measurement of student achievement, selection of appropriate quantitative data collection techniques, and analysis plan
- Conceptually assess basic quantitative designs and analysis techniques, including factors that might lead to measurement problems, such as those relating to operationalizing the target student population, sampling, validity, and reliability

Module 5: Data Analysis

October 26, 2017

Instructor(s):

Tori Outfleet, Senior Coordinator, Academic Success & Achievement

Laura Andrews, Assessment Coordinator, THINK TANK

- Understand strategies for developing and maintaining clean data
- Understand how to prepare quantitative and qualitative data for analysis and interpret results
- Effectively analyze quantitative and qualitative data using appropriate techniques and technology

Module 6: Communicating and Using Results

November 2, 2017

Instructor(s):

Veronica Cruz-Mercado, Coordinator, UA BookStores

Anthony Valenzuela, Coordinator, Transfer Initiatives and Articulation

Marla Franco, Director, Assessment & Research

- Effectively use assessment and evaluation results in determining your unit's accomplishments and communicating progress made towards achieving goals
- Ability to develop an appropriate report of findings that recognizes the intended audience(s) and stakeholders in terms of sophistication, areas of sensitivity, and level of detail needed
- Ability to effectively communicate results with use of visual tools such as graphs, charts, infographics, video, and/or PowerPoint that recognizes the intended audience(s) and stakeholders in terms of sophistication, areas of sensitivity, and level of detail likely to be effective and helpful

Optional reading:

Chapter 13: Reporting Assessment Results and Bringing About Change

SAME/AISS Symposium

November 9, 2017

Module 7: Arizona Board of Regents Meeting

November 16, 2017

Block off: 8:40am-4pm (Specific details to follow at a later date)

- ✓ Capstone Project Check-In: Describe the methodology you will utilize, plans for data analysis, and your intended strategy for communicating the results.

Module 8: Assessing UA and Divisional Goals

November 30, 2017

Instructor(s):

Jen Meyers-Pickard, Assistant Vice President for Divisional Initiatives and Planning

Marla Franco, Director, Assessment & Research

Lucas Schalewski, Assessment & Research Specialist

- Discuss how the ABOR session highlighted assessment and communicated results to stakeholders
- Understand the role of SAEM/AISS assessment in communicating progress towards meeting ABOR goals
- Discuss assessment capstone projects and next steps

- ✓ Capstone Project Check-In: Revise the assessment plan as needed and setup an appointment with your assessment coach.