Assessment Education Framework

The Assessment Education Framework was developed by the AER KC to provide structure for those interested in learning more about assessment. Several resources, including the AER KC 2004 membership survey, KC Leadership team expertise and a review of ACPA's ASK Standards (http://www.myacpa.org/pub/pub_books_assessment.cfm) were used to ensure a complete curriculum. It is our expectation that this document may change over time to incorporate new ideas and trends in assessment. We encourage our members to use this document in two ways:

First, to determine what training could be offered at regional and national conferences as well as on-line. The content descriptions are intended to be general enough to allow for creativity in programming yet offer participants some assurance that certain topics will be covered. Instructors can incorporate more than one course in a session. For example, someone presenting a pre-conference on using quantitative data might incorporate the topics in 310, 311 and 400.

Second, the framework is intended to assist practitioners who have been charged with assessment to intentionally choose training options to support their assessment work and track their training over time. As always, feedback is welcome. Please visit the KC site at: http://naspa.org/kc/saaer/default.cfm to provide feedback or for more information and resources.

Recommended Reading:

- Angelo, T., & Cross, K. P. (1993). *Classroom assessment techniques. A handbook for college teachers* (2nd ed.). San Francisco: Jossey-Bass.
- Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development: A handbook for practitioners*. Washington, DC: National Association of Student Personnel Administrators.
- Driscoll, A. (2007). *Outcomes-based assessment for learner-centered education: A faculty introduction*. Sterling, VA: Stylus.
- Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn and Bacon.
- Keeling, R. P., Wall, A. F., Underhile, R., & Dungy, G. J. (2008). *Assessment reconsidered: Institutional effectiveness for student success*. Washington, DC: National Association of Student Personnel Administrators.
- Maki, P. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.
- Palomba, C. A., & Banta, T. E. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.
- Schuh, J. H. (2009). *Assessment methods for student affairs*. San Francisco: Jossey-Bass.
- Suskie, L. (2004). *Assessing student learning: A common sense guide*. Bolton, MA: Anker Publishing.
- Upcraft, M. L., & Schuh, J. H. (1996). *Assessment in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.
- Walvoord, B. E. (2004). *Assessment clear and simple: A practical guide for institutions, departments and general education*. San Francisco: Jossey-Bass.

Articles and Other Publications About Assessment:

- Research and Practice in Assessment Link: http://www.virginiaassessment.org/RPAJournal.php
- Assessment Update: Progress, Trends, and Practices in Higher Education
- Inside HigherEd. Website: http://www.insidehighered.com/
- Linda Suskie, What is "Good" Assessment? A Synthesis of Principles of Good Practice. From "What is "good" assessment? A new model for fulfilling accreditation expectations" presented at the First Annual International Assessment and Retention Conference, Phoenix AZ, June 2006. (PDF Download: http://planning.iupui.edu/page/download/?key=129728430&path=/consult/conferences/national/06/handouts/monday/suskie.pdf&type=.pdf)

Assessment 100 - *Beginning Concepts and Overview of Process*
This program establishes a foundation upon which the remaining sessions are grounded. This basic "primer" is designed to assist Student Affairs professionals with the basic information needed to understand the "what's, why's, and how's" of assessment. This session is also appropriate for seasoned assessment professionals as a refresher course and to assist them in developing programs appropriate for use on their own campuses as they engage in meaningful training for those within their Division and beyond.

Assessment for Beginners: Big Picture of Assessment and show stoppers-what you need to know first:
1. Basic purpose/Uses for Assessment
2. Definition of terms
        - Research vs. Assessment vs. Program Evaluation
        - Type of data: strategic, dashboard, program (aggregate vs.
                individual data)
        - Direct, indirect
        - Summative, formative
3. Levels of Assessment: Institution, Division, Department, project
4. Type of Assessment: Needs, demographics, satisfaction, outcomes, climate, benchmarking, and national assessments
5. Other issues: Pre and post testing, causality, longitudinal

Assessment 110- *Articulating Purpose and Mapping Activities*
Effective assessment becomes easier to understand and manage when it is based on a solid foundation of knowledge that is theory based and follows a specific process. This program provides an overview of underlying theory and a process by which learning outcomes can be articulated, and from them, a plan developed to measure the degree to which students have achieved those articulated outcomes.

Overview of student learning outcomes and planning
1. Writing department level and activity level outcomes
2. Incorporating student development theory, research, retention theory, etc. when writing outcomes and planning programs.
3. Unit planning and curriculum mapping.

Assessment 120- *Ethical Considerations & Politics of*
                                Assessment & Accreditation
Good assessment procedures must take into consideration how people will be impacted. The history of using human subjects in social science research includes many cases where people were "taken advantage of" and in many cases, harmed. Federal law requires certain procedures be followed to inform subjects of the potential for harm, while best practices prescribe methods for planning, executing, analyzing and reporting findings. Assessment professionals must also be aware of the "politics of the organization" and develop plans that will minimize the potential for challenges and negative consequences within the institutional environment. This session seeks to tackle a wide range of potential pitfalls and assist assessment professionals to successfully navigate around them in their work.

Overview of ethical and political issues
1. Human subjects
2. Campus politics— unit, division, and university
3. Ethical issues regarding method implementation, analysis and reporting

Assessment 140 - *Developing a Student Affairs Assessment Process*
Meaningful assessment activities need coordination within and between an institution's various units and divisions as they endeavor to complement the measurement of shared learning objectives. Working within the physical infrastructure, limited resources and employee willingness to engage and "buy-into" assessment as a cultural expectation requires effective training and the employment of a process model that is based in theory and "best practices." This session seeks to inform participants of the various threats and opportunities that exist at their own institution with regard to meaningful assessment.

Overview of strategies for developing an on-going process for multiple units or a Division
1. Current literature on process development
2. Example process models
3. Infrastructure (staffing, budget, and space issues)
4. Motivation techniques
5. Training for division, etc.

Assessment 150 - *How to Prepare Staff to Engage in*
                                Quality Assessment
Many people fail to engage in meaningful assessment not because of their inherent dislike of such activities, but rather, because of their lack of knowledge as to what assessment really "is." Ongoing training and support are essential elements for effective assessment. This session provides a general introduction of how to develop an effective training program designed to bolster a "culture of assessment" within Student Affairs.

Overview of training strategies and issues
1. How to motivate staff
2. Providing support needed for a unit or division to engage in assessment
3. Topics to cover
4. Access to training opportunities

Assessment 200 - *Overview of Methods and*
                                Basic Implementation Issues
Assessment is as much an art as it is a science that requires adherence to "standards of practice" as well as creativity and imagination. This training session will acquaint participants with basic assessment methods and topologies to assist in designing studies that will inform the researcher of the ways in which and degree to which students grow, learn, and develop as a result of programming and interventions common to Student Affairs.

Overview of methods and basic implementation issues
1. Brief overview of possible methods
2. Ensuring rigor
3. Qualitative vs Quantitative
4. Issues of validity, reliability, generalizabiltiy, and trustworthiness
5. Sampling
6. How to determine the best method for the outcome

Assessment 301 - *Home Grown Surveys for Assessment*
Because of the variety of and unique nature of programs within Student Affairs, survey and assessment instruments must often be designed at the local level. They are often used to gather data about satisfaction, opinion, and behavior. Creating a quality survey and engaging in rigorous implementation is often a challenge. The following issues will be addressed:

Overview of survey design
1. Study design overview   3. Implementation issues
2. Creation of instruments   4. Data analysis

Assessment 302 - *Observations and Case Studies in Assessment*
Observation and case study approaches to assessment typically focus on an individual or small group and can be conducted in a planned or spontaneous fashion. The key to effective observation and case study approaches lie in the analysis of the data collected through the processes in terms of describing "why" students do what they do in order to better understand them. This session will focus on both the planning for observation and case study approaches and an appropriate analysis of the rich data that can be collected with these methods.

Overview of observations and case study as a method
1. Study design overview
2. Use multiple methods/mixed methods for case studies
3. Creation of instruments
4. Implementation issues
5. Data analysis

Assessment 303 - *Case Studies in Assessment*
Case Studies, scenarios developed around a problem to which students respond, are both tools for teaching as well as tools for assessment. This session will focus on how to develop quality scenarios as well as appropriate questions for discussion, individual and group processes, and data analysis techniques for use as an assessment method.

Overview of Case Study (teaching tool)
1. Study design overview
2. Creation of questions
3. Creation of Cases
4. Implementation

Assessment 304 - *Reflection in Assessment*
Reflection is an active process where an individual articulates their lived experience, thereby producing a conscious understanding of their experience. This process can lead to generalizing or globalizing specific learning to broader application which is a fundamental quality of good learning. Reflection is a highly personal process, yet assessment of that process is possible in terms of outcomes measurement. This session will introduce basic concepts of learning, meaning-making, and globalizing from a constructivist perspective.

Overview of uses of reflection
1. Study design overview
2. Creation of instruments/writing important questions
3. Implementation issues
4. Data Analysis

Assessment 305 - *Interviews/Focus Groups in Assessment*
Focus groups are a wonderful way to collect qualitative data, but conducting effective focus groups requires a unique combination of "science and art." This program will present information helpful in designing and conducting meaningful focus group meetings.

Overview of interviews and focus groups
1. Study design overview
2. Creation of protocols
3. Implementation issues
4. Data Analysis

Assessment 306 - *Portfolios for Assessment*
Portfolios allow students to "showcase" their work in a practical and applied manner and can be useful in a variety of ways from measuring learning outcomes to providing behavioral evidence of accomplishment to assist in job searches. Portfolios are also a wonderful method of prompting students to engage in meaningful self-reflection. This session will provide a wealth of information regarding the planning and implementation of a portfolio program as well as methods of assessment of student learning based on their portfolios.

Overview of portfolios
1. Study design overview
2. Writing reflection questions
3. Implementation issues
4. Data Analysis

Assessment 307 - *Using National and Institutional Research Data for Assessment and Evaluation*
Knowing "who and what" an institution's students "are" is necessary to assist in responding to their needs. Institutional Research data as well as benchmarking/ best practices information that can be gleaned from national data can be used as points of contrast to guide in assessment planning and measurement of student learning. This session will focus on how individual institutions can "make the most" of readily accessible data to support its assessment efforts.

Overview of national instruments and using institutional research for assessment
1. Why use National or IR data?
2. What is available and how to search for topics
3. Developing a relationship with IR office
4. How to use national data and IR data for program assessment

Assessment 309 - *Special Topics in Assessment*
This course is designed to address specific topics to support the educational mission of assessment education. Specific topics and their descriptions will be presented as they become available.

Created as needed
i.e., Course Assessment, Technology and Assessment, Assessing Student Success, Community College Issues

Assessment 310 - *Data Analysis Techniques: Quantitative*
Quantitative methods provide assessment results in terms of "numbers" or the measurement of degrees of student learning. It is the traditional method employed by social science researchers and relies on the statistical analysis of data. A model of quantitative methods will be presented in this section, with an emphasis on the planning for methods that will result in useful and useable information.

Overview of quantitative data analysis from surveys, IR data, participation, etc.
1. Types of quantitative data used in assessment
2. Descriptive data
3. Validity and reliability
4. Inferential data – basic overview of when to use inferential stats
5. Presenting the data

Assessment 311 - *Data Analysis Techniques: Qualitative*
The "student experience," while focused on learning outcomes, is sometimes difficult to measure in numerical form. Qualitative methods focus on why students learn as they do and can provide a wealth of information that is often overlooked in quantitative studies. However, good qualitative approaches still need to follow sound principles, which will be presented in this session.

Coding qualitative data from interviews, focus groups, document analysis, etc.
1. Types of coding
2. Trustworthiness/avoiding bias
3. Step by step process for coding
4. Presenting the data

Assessment 312 - *Data Analysis Techniques: Content Analysis*
Content analysis is often employed in both quantitative and qualitative methods, resulting in somewhat of a mixed approach. Analysis of "what is said" and its overlying constructs and operational definitions can be highly useful in assessment. This session presents a basic model for content analysis procedures.

Overview of content analysis techniques
1. Constructing the codes: Analyst constructed vs subject constructed
2. Open ended questions
3. Presenting the data

Assessment 313 - *Data Analysis Techniques: Rubrics*
Rubrics are highly useful tools to measure student learning based on a template of common definitions of broad constructs and provide direct measures of student learning. This session will focus on the construction of rubrics and the methods to employ to assure high degrees of validity and reliability.

Overview of rubrics
1. Types of rubrics
2. When to use rubrics
3. Constructing a rubric
4. Analyzing data collected via a rubric
5. Presenting the data

Assessment/Evaluation 400 - *Use of Data for Decisions: Interpreting Data and Data Integration*

A common challenge in assessment is to "close the loop" by actually using data to drive decision-making. Engaging assessment to the point of merely collecting data is not enough; using findings to support decision-making to improve programming and overall student learning is vital if assessment is to be truly useful in higher education settings. This session will focus on how data can be used to inform decision-making and to advance student learning.

Overview of data integration techniques
1. Determining appropriate uses for a data integration project
2. Data storage methodologies
3. Negotiating data access and use
4. Integrating and analyzing the data
5. Presenting the data

Assessment 500 - *Basic Consultation*
30-60 minute sessions with a professional at various NASPA organization meetings

Date	Venue (Conference/School)	Title (Session/Class)	Presenter	Length
Assessment 101				
Assessment 110				
Assessment 120				
Assessment 140				
Assessment 150				
Assessment 200				
Assessment 301				
Assessment 302				
Assessment 303				
Assessment 304				
Assessment 305				
Assessment 306				
Assessment 307				
Assessment 309				
Assessment 310				
Assessment 311				
Assessment 312				
Assessment 313				
Assessment 400				