

If You're Not Assessing, You're Guessing

Prioritizing Program Assessment & Evaluation



NASPA[®]

Student Affairs Administrators
in Higher Education

Introduction



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Agenda

5 min	Intro, Assessment & Evaluation Definitions
15 min	Learning Outcomes
10 min	How to Do Assessment & Evaluation
10 min	Now What?
10 min	Questions, Evaluation

Learning Outcomes

- Describe the difference between program assessment and evaluation
- Practice writing 1-2 measurable learning outcomes
- Articulate one or more ways to implement assessment and evaluation methods



Why Is This Work Important



- *We want to help → Collecting this data is how we know we're helping!*
- Better understand issues and trends
- Collect evidence to inform programs
- Improve learning & program effectiveness
- Measure progress toward goals
- Strengthens accountability
- Ensure resources are being used well
- Justify need for more support and resources

Assessment



Student Affairs Definition (Palomba & Banta, 1999)

- Process to define learning outcomes
- Plan to collect or review data
- Analyze and report findings
- Emphasizes improving student learning
- Asks the questions “What did participants learn?”
Did participants learn what we hoped?”

Assessment



Public Health Definition

- Also known as “outcome evaluation” in the Strategic Prevention Framework (SPF)
- Understand the problem(s) and identify resources
- Uses known or collected data
- Emphasizes improving health outcomes



EVALUATION



Student Affairs Definition (Patton, 1998)

- Process to collect or review data
- Analyze and report findings
- Take action to improve the program
- Asks the question “Did the program work as planned?”
- Internal (team reflections) and external (participant feedback); not research

EVALUATION



Public Health Definition

- Also known as “process evaluation” in the Strategic Prevention Framework (SPF)
- Collect data to evaluate the program or process itself, including outcomes
- Goal is to improve the effectiveness of the program
- Different from research





What is assessment?



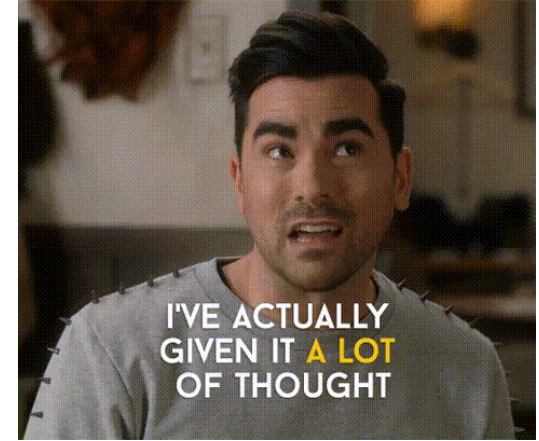


What is evaluation?



Learning Outcomes

- Get clear on *what* you're assessing or evaluating
 - Program outcomes/goals (eval)
 - Learning outcomes (assess)
- **3 M's** - meaningful, manageable, measurable
- **Bloom's Taxonomy** - [Action Verbs](#)
 - Avoid words like understand, learn, know, and feel - these are really hard to measure



Learning Outcomes

ABCD Structure

- Audience
- Behavior/What (Action Verb)
- Condition
- Degree/How Much

Example:

As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

Learning Outcomes

ABCD Structure

- Audience
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Example:

As a result of attending five counseling sessions at the Student Counseling Center, students will be able to identify one or more strategies to cope with their problems.

Learning Outcomes

ABCD Structure

- Audience
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Example:

At the conclusion of the FSL Anti-Hazing presentation, students in attendance will be able to name five behaviors or activities that constitute hazing.

Learning Outcomes

ABCD Structure

- Audience
- Behavior/What (Action Verb)
- Condition
- Degree/How Much



Example:

At the conclusion of the FSL Anti-Hazing presentation, students in attendance will be able to name five behaviors or activities that constitute hazing.

Now It's Your Turn

- Audience
- Behavior/What (Action Verb)
- Condition
- Degree/How Much

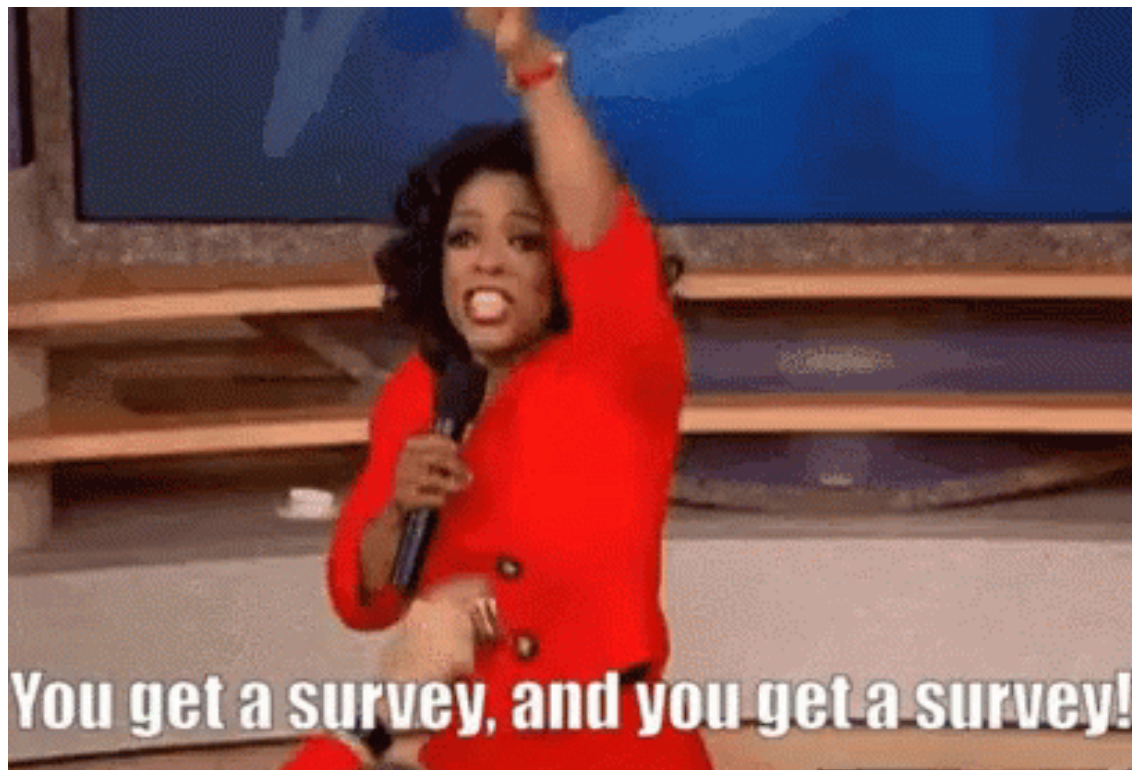


- Work on **Activity #3** in the packet individually or with a partner
- Use one of your current programs for your example LO
- Will share through a poll afterward!



Share your learning outcome examples.





How To Do Assessment & Evaluation

- Get clear on *how* you'll assess or evaluate your program
 - Create opportunities to learn
 - Align with program or learning outcomes
 - Iterative/changing process
 - More than just surveys!



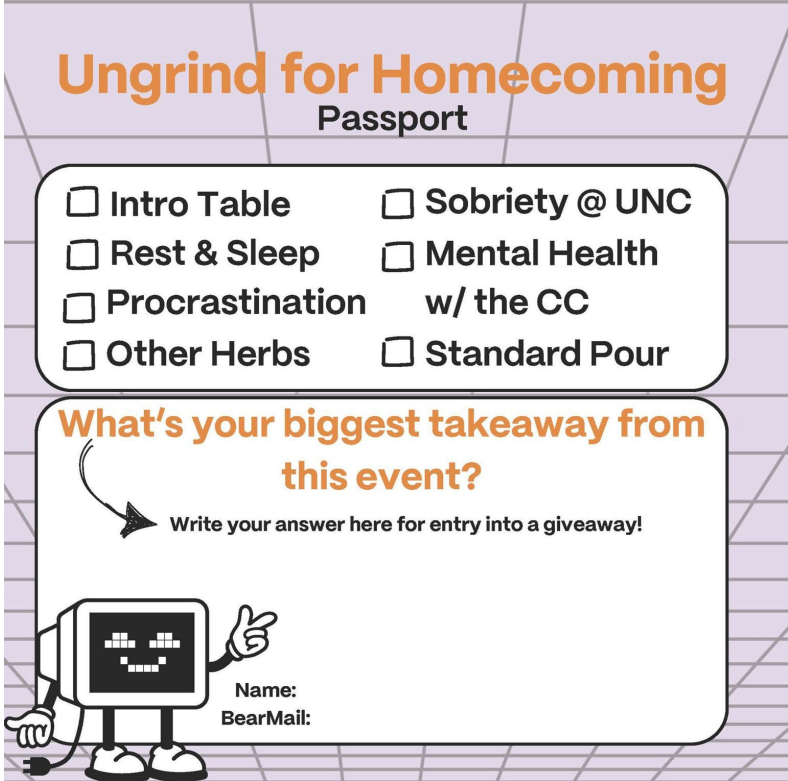
Collecting Program Assessment & Evaluation Data

- Pre/post event surveys
- Short surveys during program
- Knowledge checks/polls
- Trivia/quizzes
- Written responses/guided reflection
- Worksheets/"passports"
- Documenting group discussions
- "What, so what, now what" activity
- Focus groups



Campus Examples

- University of Northern Colorado- Event Passport (picture to right)
 - Passport to check off tables students attended and answered an assessment question to get swag

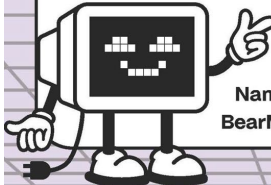


Ungrind for Homecoming
Passport

<input type="checkbox"/> Intro Table	<input type="checkbox"/> Sobriety @ UNC
<input type="checkbox"/> Rest & Sleep	<input type="checkbox"/> Mental Health
<input type="checkbox"/> Procrastination	<input type="checkbox"/> w/ the CC
<input type="checkbox"/> Other Herbs	<input type="checkbox"/> Standard Pour

What's your biggest takeaway from this event?

Write your answer here for entry into a giveaway!

 Name:
BearMail:

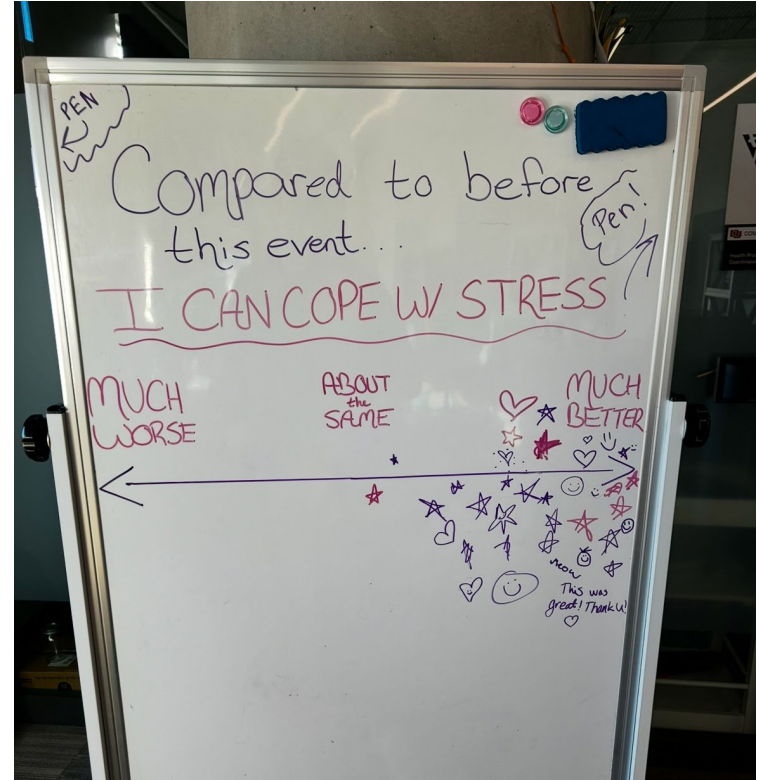
Campus Examples

- **Fort Lewis College- Vases Activity**
 - Vases with plastic colored stars
 - Stars measured self-reported sleep quality
 - Vases measured hours of sleep
 - Students were asked to pick the star and vase to assess their sleep hygiene on an average night



Campus Examples

- **University of Denver-
Whiteboard Scale**
 - Have students rate themselves on whiteboard scale, assesses impact of their program (example: stress relief event)



Campus Examples

- **Colorado College-
Takeaway notecards**
 - Ask students to share one takeaway and a question they still have to assess their workshops (example: opioid overdose training)

1) How to effectively test for fentanyl. It takes effort but is definitely worth it.

2) I'd like to know more about the consequences of mixing substances.

1.) That you can't overdose from fentanyl simply by touching someone else who is overdosing

2.) Can fentanyl be in weed?

Getting Useful Data



- Ask for both pros and cons, honest feedback
- Phrase questions prompting thoughtful replies
- Let people admit that they don't know or can't remember (not a fail)
- Focus questions on your program & learning goals
- Ask for feedback on questions/tools before implementing
- Incentivize participation!

(Suskie, 2009)

Assessment & Evaluation Questions

Eval Question Ex:

- Rate your overall satisfaction with the program
- What was the most beneficial?
- What could be improved?
- Recommend this to a friend?
- How did you hear about the program?



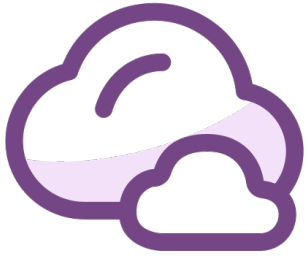
Assess Question Ex:

- Relate directly to your learning outcomes (as demonstrated in this training)
- What is one takeaway?
- What questions do you still have?

A Note about Demographics Data

- In latest political climate, depends on state guidelines
- Ask only for demographics that are appropriate and useful
- Make demographic questions optional, or put “Choose not to answer” option
- Add fill in options labeled “Not listed”
- Keep data anonymous
- Share data with communities for more trust





Name an assessment or evaluation method that's NOT a post - event survey.



Creating a Culture of Assessment

- Recognizes assessment (and evaluation) as a commitment to accountability
- Commitment to continuous innovation
- Ability to be self-critical
- Commitment to data-driven decision making
- Everyone has an influence on assessing
- Results are discussed/shared/acted upon
- Resources are dedicated to assessment
- Assessment findings rewarded with resources
- Make this work an expectation

(Schuh, 2013)



Now What?

- Analyze data, summarize findings and themes
 - Tallies and %, graphics and visuals effective
 - Acknowledge limitations or challenges with your assessment/eval data
 - Present interesting and unanticipated findings
 - Tell the story why the program/work matters
 - Know your audience
 - Keep things simple, avoid jargon
 - Common barriers: time, resources, expertise/literacy
 - Collaborate with folks who have data skill sets
- (Suskie, 2018)*



Now What?

Questions to Plan for Assessment/Eval:

- *How do you define success?*
- *Why do you want to share the data?*
- *With whom will you share the data?*
- *How much data do they want to know?*
- *How are you going to present the data?*
- *Who will present the data?*
- *Where will the data be presented?*
- *When will the data be presented?*





What is one takeaway that you will apply to your work on campus?



Summary



- This is worth the time and effort!
Seed → Tree mentality
- Assessment and evaluation are different depending on intention
- Post-event surveys are not the only option, can be creative!
- Make sure learning outcomes align with your activities, and vice versa
- Use information learned to advocate for more resources and support!



Training Evaluation

Yes I have a survey...

But it's short and you get to do it now instead of later ;)





Thank You!

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NASPA Health, Safety, and Well-being Initiatives



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