

Assessment, IE Planning and Evaluation Training for Enrollment & Student Services

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By the end of this training, **participants will be able to:**

- Describe what assessment means to you
- Explain why we do assessment
- Align your mission and goal(s) with Enrollment & Student Services Division and Wake Tech's
- Write an outcome that will help improve your division, department, or area

What is Assessment?





“Assessment is a **process** that focuses on **student learning**, a process that involves reviewing and reflecting on practice as academics have always done, but in a more **planned** and careful way.”

(Ewell, 2000)

Assessment is the **systematic** collection, review and use of information and data about educational programs for the **purpose of improving** student learning and development.”

(Palomba & Banta, 1999; Suskie, 2009)

Assessment is a **vehicle for change** not an end in itself.

(Banta, Black, Kahn, & Jackson, 2004)



Assessment is supposed to help institutions **identify priorities** and **monitor progress** toward their achievement.

(Alfred, 2000)

Assessment “**Is Not**”

- Assessment **is NOT** episodic
- Assessment **is NOT** just about measurement
- Assessment **is NOT** about performance evaluation—although it can inform it
- Assessment **is NOT** solely an administrative process
- Assessment **is NOT** easy or quick

How well are we doing with assessment?

A test of quality assessment is that it either **produces actions for improvements** or **confirms existing practices** in ways that protect and preserve them.

(Swing, 2004)

Why plan and assess?

- For our students
- Improve services, processes, or policies
- Inform decisions – resources, changes
- Provide evidence that units are accomplishing their purpose and the college's mission
- Support external accountability

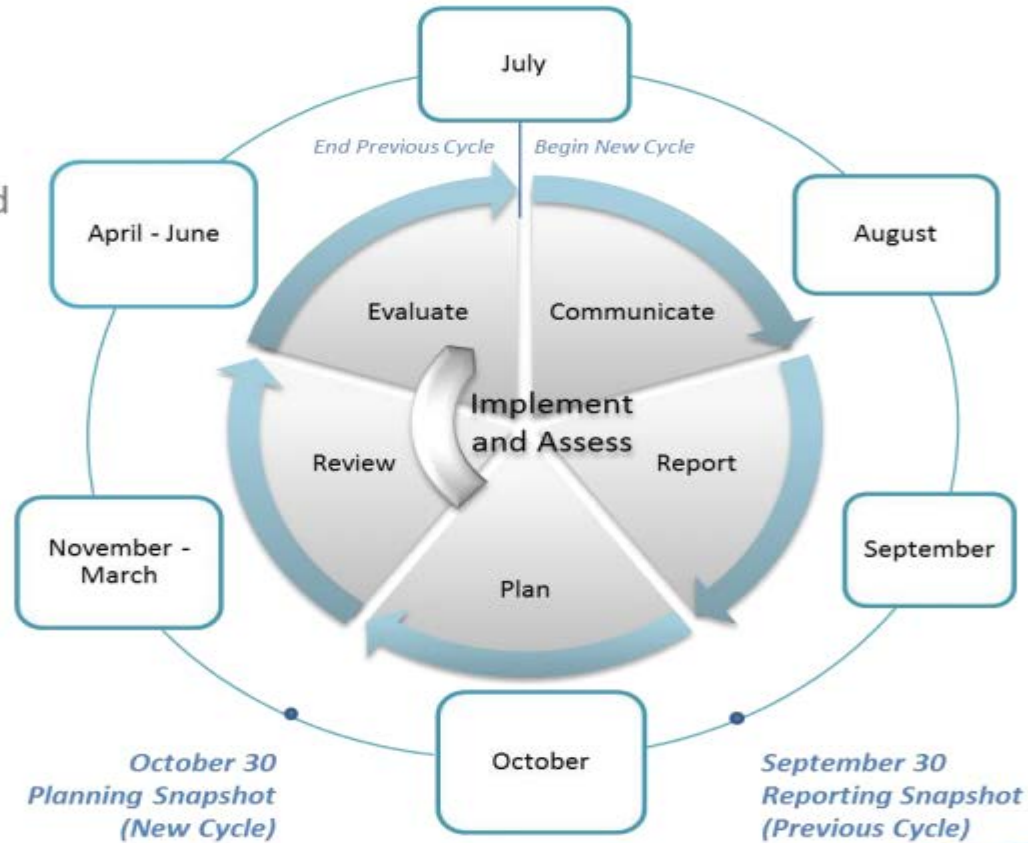
Types of Assessment - Examples

- Institutional - WTCC
- Division – Registration & Records
- Department - Athletics
- Program – Minority Male Mentoring
- Course – ENG 111
- Placement - ACCUPLACER
- Etc.

Begin with the end in mind

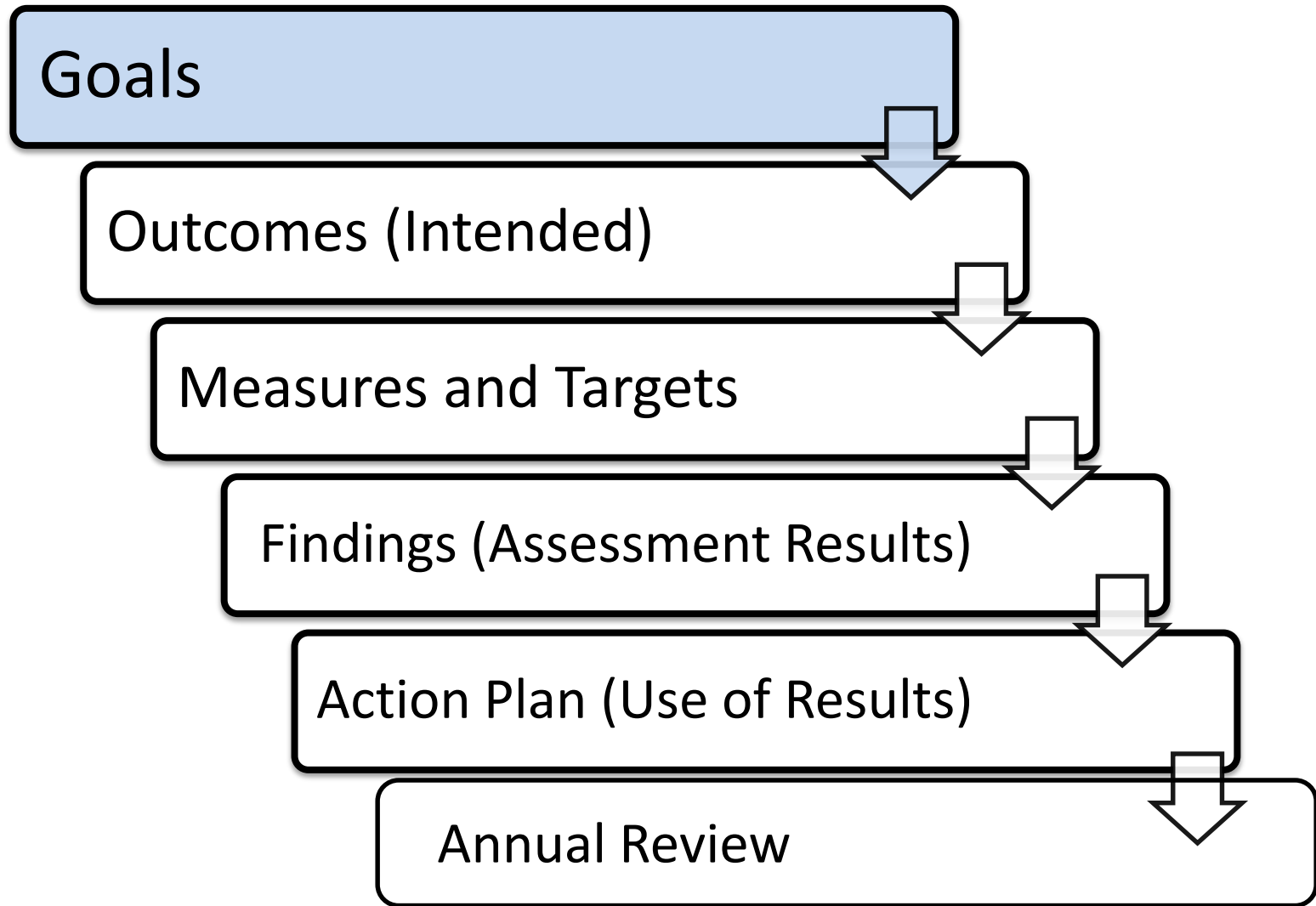


Annual Planning and Evaluation Cycle



Improve

Mission (Purpose)



Mission (Purpose)

- Specific and clear
- What your unit does
- Who are the stakeholders
- Align with the college's mission/purpose
- Align with the division, department or service area

Mission Alignment

Wake Tech College

The mission of Wake Technical Community College is to improve and enrich lives by meeting the lifelong education, training, and workforce development needs of the communities it serves; to promote individual success in the workplace and in higher education; and to increase entrepreneurship as well as cultural, social, and economic development.

Enrollment & Student Services

Student Services advances the College's mission by providing programs and services that foster academic success, student development, and workforce readiness.

Service Areas/Departments/Programs

Mission Statements

Goals

- Broad statements about what the unit wants to achieve
- Related to the purpose statement
- Aligned with the goals of the division or service area and stakeholders

Goal Alignment

WTCC Student Success: Wake Tech will provide students with a safe and dynamic learning environment through policies, curricula, instruction and support services that are responsive to their needs and focused on improving completion rates in programs that prepare them for employment or transfer to a four-year institution.

Enrollment & Student Services Goals

Promote and support whole student development

Provide quality service

Implement sound enrollment management strategies

Positively impact student retention and completion rates

Outcomes (Intended)

- “Snap shot” of how the unit is doing in its progress toward its goals
- Describes where you want to be
- Answers ‘Are we achieving our goals?’
- SMART:
 - (S)pecific (detailed)
 - (M)easurable (action verbs)
 - (A)ttainable
 - (R)ealistic
 - (T)argeted or Time-bound

Student Learning Outcomes (SLO)

- Identifies what learners will know, be able to do, or feel as a result of the learning activity or experience
- **3 Critical elements: observable, measurable, and done by the learner**
- Know, Do, Be (Knowledge, Skills & Attitude)
- **S-W-B-A-T**
- WHY? Encourage involvement; expose students to ideas and cultures; student utilization of resources; develop students' decision-making and leadership skills; teach students about procedures and policies, and so on. (2014 NASPA Conference)

Measures

- Ideally, two forms of measurement per outcome
- MATURE:
 - (M)**atches** or aligns directly with the outcome
 - (A)**ppropriate** method to determine if outcome achieved
 - (T)**argets** indicate desired level of performance
 - (R)**eliable** in that they are based on tested, known methods that can be reproduced
 - (U)**seful** – they help identify what to improve
 - (E)**ffective** and **Efficient** for evaluating how to improve

Targets

- Specific statements of desired level or timing of what you expect to achieve
- Realistic and based on good practice or some appropriate level of achievement that you can justify
- Used to judge whether or not you have met an outcome or not

Findings (Assessment Results)

- Assessment results aligned with measure
- Provides clear evidence supporting the conclusion that the target was met, partially met, not met or not reported this cycle
- Details information reported about what data was collected and analyzed

Action Plans (Use of Results)

- Clear and detailed descriptions of how results are/will be used to make improvements
- At least one action plan per unit
- Collaborate with the unit and review multiple sources of evidence

Annual Review

- One of the most important parts of your IE Report
- Evaluate strengths and weaknesses
- Reflect on your assessment process this year
- Evidence of improvement based on analysis of results

Views of Assessment

View 1

- We do it for SACS
- We do it because our supervisors require us to do it
- It's not my job
- I don't have time
- Collaboration with my peers is a waste of time

View 2

- We do it for students
- Fulfills college mission and goals
- Supports accreditation
- It is my job
- I can make it fit within what I am already doing
- Collaboration helps me

Assessment



Continuous

Improvement



Are you able to?

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