OVERVIEW OF THE BASIC ASSESSMENT COURSE

Presented by Student Affairs Assessment and Research
With assistance from the Student Affairs Assessment Coordinating Council (SA ACC)
Summer 2010

The purpose of this course is to initiate “newbies” to assessment within the UA Student Affairs context or offer refresher for SA professionals with previous assessment experience. The overarching goal of the course is to help SA professionals to integrate assessment practice into their daily SA practice.

The course is comprised of eight, 3-hour meetings around six modules that are grounded in the ACPA Assessment Skills and Knowledge (ASK) competencies and local UA Student Affairs assessment practices. The “coursework” and hands-on experience prepares participants to design and execute their own assessment project during Fall 2010 under the guidance of a Student Affairs Assessment Coordination Council mentor.

Course Learning Outcomes:

As a result of participating in the Basic Assessment Course, Student Affairs professionals will be able to:

- Understand the reasons for doing assessment in Student Affairs
- Actively involve colleagues to foster a culture of assessment within department
- Articulate link between proposed object of assessment (e.g., a service) and departmental or institutional mission
- Identify relevant benchmarks and standards for programs
- Design a feasible assessment plan with learning objectives and outcomes, measurements of achievement, appropriate data collection techniques, and analysis plan
- Identify stakeholders and integrate their needs into design and analysis
- Use sampling and other analytic techniques to obtain representative data
- Select and implement appropriate data collection methods
- Prepare raw data for analysis
- Aggregate and disaggregate data to make comparisons and show patterns of change
- Organize data so understandable to technical and non-technical audiences
- Establish standards of rigor, trustworthiness, and authenticity for qualitative assessments
- Effectively analyze data using appropriate techniques and software
- Understand how aspects of the assessment process (e.g., design features) can influence the nature and quality of interpretation
- Interpret data so understandable to technical and non-technical audiences
- Identify audience expectations for presentation of results and recommendations
- Be aware of political context when reporting results (who, how, when)
- Use assessment results in context of strategic planning, budgeting, decision-making
- Identify, recognize and overcome barriers to performing assessment and incorporating assessment results into policy and practice

Summer 2010 cohort’s projects which will be conducted during Fall 2010:

<table>
<thead>
<tr>
<th>Student Affairs Unit</th>
<th>Topic</th>
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<tbody>
<tr>
<td>African American Student Affairs</td>
<td>Collection of student participation data and numbers of overall project participants. Evidence of student learning, development, and experiences with the following student services fee projects: Expanding Social Justice Education and Cultural Awareness, and The Action Hero Campaign</td>
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<tr>
<td>Arizona Student Media</td>
<td>Usage of traditional and innovative advertising mechanisms by Arizona Daily Wildcat advertisers</td>
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<tr>
<td>Counseling and Psychological Services</td>
<td>Assessment of assumed outcomes when using Triage Care at CAPS such as increased motivation to attend class/engage in academics and positive emotional change in interpersonal relationships.</td>
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<tr>
<td>CATS Academics</td>
<td>Knowledge of academic responsibilities based on attendance of workshop on key identified UA academic policies and procedures.</td>
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<tr>
<td>Early Academic Outreach</td>
<td>Perceptions of youth college-mindedness for educators working with Early Academic Outreach students</td>
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<tr>
<td>Early Academic Outreach</td>
<td>After participation in MESA, demonstrate knowledge of core courses needed for admission into Arizona universities, identification of areas of interest in STEM fields, and ability to implement the MESA model of the Engineering Design Process</td>
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<tr>
<td>Student Transitions/Retention</td>
<td>Comparison of grades and academic performance of those receiving an Early Alert as compared to those enrolled in the same course during the previous semester who met the same Early Alert intervention criteria.</td>
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<td>THINK TANK</td>
<td>Student perceptions of effective and ineffective strategies used by peer tutors</td>
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<tr>
<td>THINK TANK</td>
<td>Assessment of learning strengths and deficiencies of students on academic probation</td>
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