

**ASSESSMENT
IS ALMOST
FUN, I SWEAR**

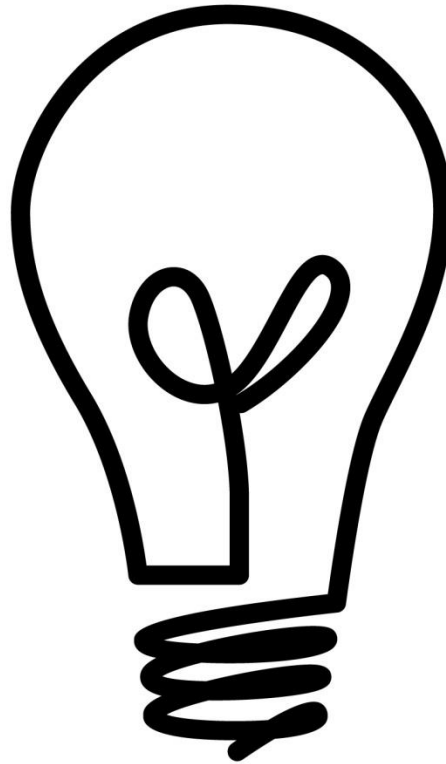
Matt W. Cummings
@mattwcummings

It helps tell our story



A low-angle shot looking up at a bright blue sky with a sunburst effect. Several black graduation caps with colorful tassels are in mid-air, having just been thrown. Several hands are visible reaching up towards the caps. The scene is celebratory and bright.

Of the success we bring our students



It provides valuable insight for improvement



And direction for our intended future

We're Gonna Cover



Organizing an Assessment Plan

We're Gonna Cover



Organizing an Assessment Plan



Writing Good Learning Outcomes

We're Gonna Cover



Organizing an Assessment Plan



Writing Good Learning Outcomes



Collecting Data

We're Gonna Cover

- Organizing an Assessment Plan**
- Writing Good Learning Outcomes**
- Collecting Data**
- Interpreting Data**

**How
To
Organize
An
Assessment
Plan**

First, start with goals



[Don't use SMART Goals]

[They're Boring]

**Goals are wild,
full of vision,
contain hope,
aspirations, your heart's
desires.**

**They are not
measurable,
tangible, or
realistic.**

“There are two types of people, those who set attainable goals that are small and well contained. There is little risk and little reward. All their life is spent playing it safe.”

“....Then, there are the dreamers, the visionaries, those who are not afraid to fail, to learn and grow from their mistakes, those who dream big and then put all their energy into succeeding.”

**Write down all
the goals for
your program**

These inspire your...



Learning Outcomes
(/lɜːnɪŋ 'ʊtkʌms)

Statements of what a learner knows, understands and able to do on completion of learning process, and v defined

**LEARNING OUTCOMES SHOULD
BE “SMART” USE THE:**

3M'S



Measurable

**LEARNING OUTCOMES SHOULD
BE “SMART” USE THE:**

3M'S

```
graph TD; A((3M'S)) --> B[Measurable]; A --> C[Manageable]; A --> D[M];
```

Measurable

Manageable



**LEARNING OUTCOMES SHOULD
BE “SMART” USE THE:**

3M'S

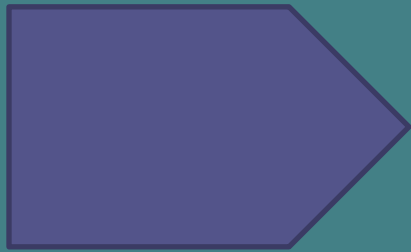
```
graph TD; A((3M'S)) --> B[Measurable]; A --> C[Manageable]; A --> D[Meaningful];
```

Measurable

Manageable

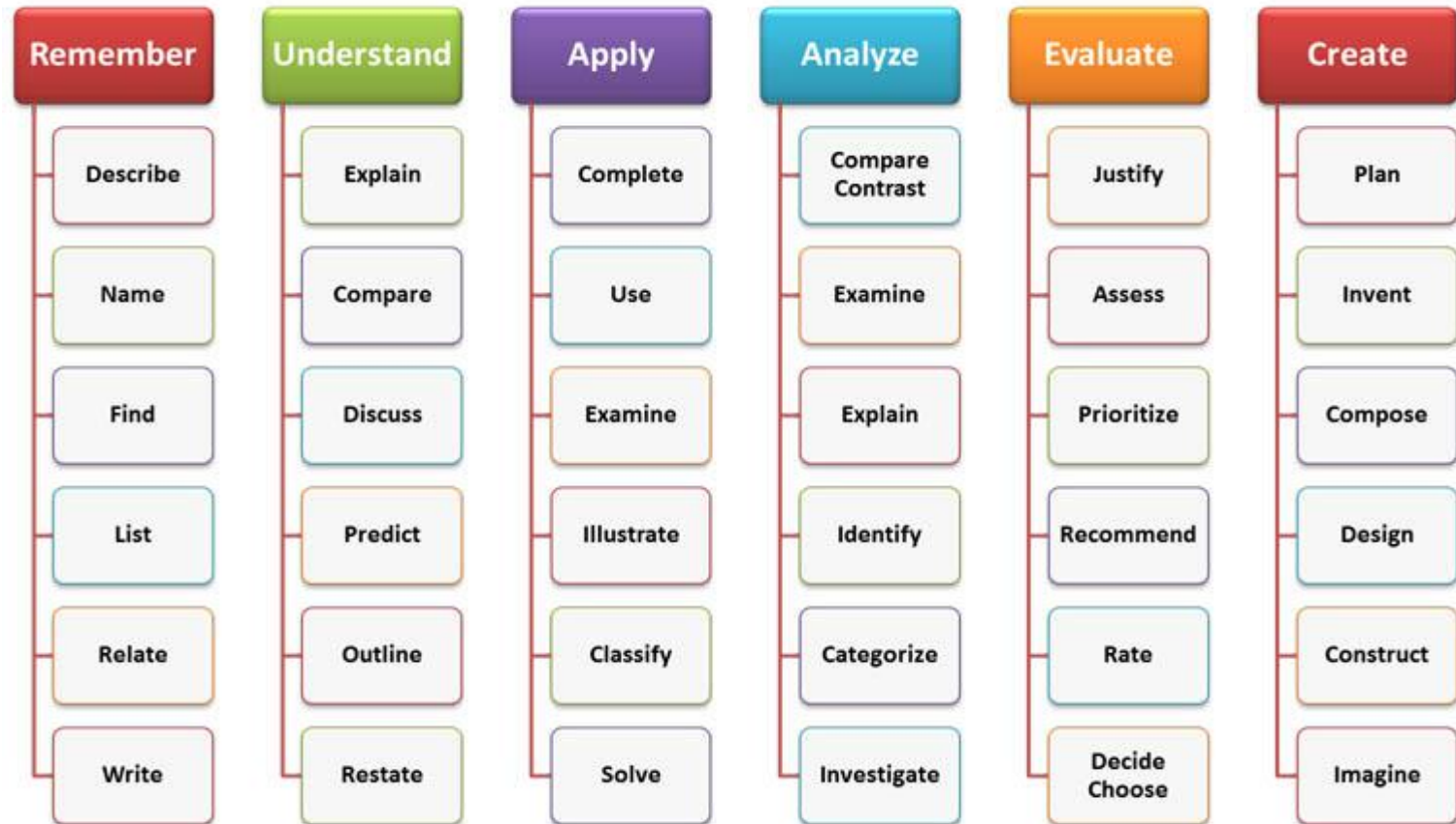
Meaningful

**Learning Outcomes describe the
intended results of participation**



**Start with
an action
verb!**

Verbs ala Bloom's Taxonomy



**[Use the AACU Value
Rubrics as a Reference
Point]**

ASK

Your

Self

Can this be measured?

**Is learning being
demonstrated?**

If So...



You've Got Learning Outcomes



Next, where does that student learning take place?

ixls
Blogs
Journals
Surveys
Art
Reflection
Meetings
Conversation
Classroom

A person wearing a dark suit jacket, a light blue dress shirt, and a striped tie is holding a white rectangular sign. The sign has the text "Time for review" written on it in a bold, black, sans-serif font. The person's hands are visible at the top and bottom edges of the sign.

**Time for
review**

Assessment Outline

- **Start With Goals**
- **Develop Learning Outcomes**
- **List Activities Where Learning Takes Place**





**All Moments are Data
Moments**

Collect Data

Structure All Interactions Around Learning Outcomes

**One
On
One's**

**Group
Meetings**

Journals

Collect Data

**Same
Questions**

**Same
Audience**

**Builds
Evidence**

Collect Data

**Structure All Interactions Around
Learning Outcomes**

**Quantitative is Great, but Qualitative
Digs Deep**

**This workshop taught applicable
leadership skills**

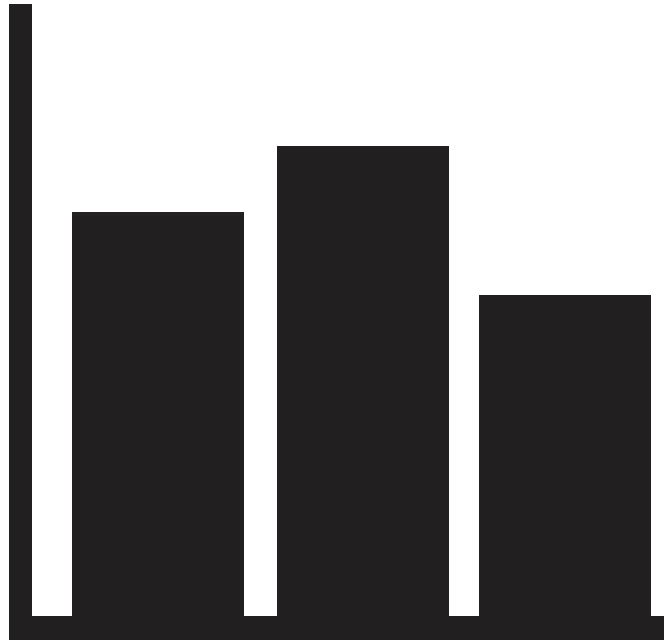
Strongly Agree
Agree
Disagree
Strongly Disagree

VS

**(One Month After a Workshop)
Can you describe a situation in
which you applied the skills
from the leadership orientation**

Collect Data

**All Moments are
Data Moments
Be Ready to
Collect**



**Analyze
Data**





H8 fx 0

m #	Description	Vendor	Category	Size	Unit	Starting Qty	Starting Value	Wk 1 Qty	Wk 1 Cost	Wk 2 Qty	Wk 2 Cost	Wk 3 Qty	Wk 3 Cost
2229	TURKEY SLICED .5 OZ	Ben E Keith	2 - FROZEN FOOD	0	0	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
2371	DRESSING CAESAR CREAMY	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
9243	MARGARINE LIQUID OLEO	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
5306	LID PLAS SOUFFLE CLEAR	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
0055	LID PLAS 16SL SLOTTED	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
0060	CUP FOAM 16OZ 16J16	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
4704	PAPRIKA	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ 5.79	0.00	\$ -	0.00	\$ -
4005	Mustard Prepared	Ben E Keith	4 - GROCERY	12	fl oz	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
0100	CHEESE PARMESAN SHRED	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	0.00	\$ -	1.00	\$ -
0025	EGG FRESH SHELL MED USDA AA	Ben E Keith	1 - PRODUCE	0	0	0.00	\$ -	1.00	\$ 15.89	0.00	\$ -	0.00	\$ -
6034	VINEGAR APPL CIDER 40GRAIN	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	1.00	\$ 17.77	0.00	\$ -
9078	LIME 12 CT	Ben E Keith	1 - PRODUCE	12	ct	0.00	\$ -	2.00	\$ 8.99	0.00	\$ -	0.00	\$ -
0547	TOMATO DICED W/GREEN CHILES	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	1.00	\$ 18.88	0.00	\$ -	0.00	\$ -
6500	Ice Cream Vanilla Cr 3 Gal	Ben E Keith	6 - DAIRY	384	fl oz	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
0474	KETCHUP FANCY 33% SOLIDS	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	1.00	\$ 20.69	0.00	\$ -	0.00	\$ -
0005	MUSHROOM WHITE SMALL BUTTON	Ben E Keith	1 - PRODUCE	0	0	0.00	\$ -	1.00	\$ 20.98	0.00	\$ -	0.00	\$ -
1131	CROUTON SEASONED HOMESTYLE	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	1.00	\$ 22.30	0.00	\$ -
0409	SAUCE LOUISIANA RED HOT	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	1.00	\$ 11.24	0.00	\$ -	1.00	\$ -
0015	Onion Green Iceless W/Root	Ben E Keith	1 - PRODUCE	32	oz	0.00	\$ -	1.00	\$ 8.29	1.00	\$ 8.29	0.00	\$ -
0009	SUGAR BROWN LIGHT IN BAGS	Ben E Keith	4 - GROCERY	0	0	0.00	\$ -	0.00	\$ -	1.00	\$ 27.69	0.00	\$ -
5030	Onion Yellow Jumbo	Ben E Keith	1 - PRODUCE	800	oz	0.00	\$ -	0.00	\$ -	1.00	\$ 13.99	0.00	\$ -
4173	Pepper Red Crushed	Ben E Keith	4 - GROCERY	52	oz	0.00	\$ -	0.00	\$ -	0.00	\$ -	0.00	\$ -
0919	TUMBLER 20 OZ AMBER	Ben E Keith	8 - EQUIP & SUPPLY	0	0	0.00	\$ -	0.00	\$ -	1.00	\$ 29.99	0.00	\$ -

You have data, now what?



**We will
utilize the thematic analysis**

Thematic Analysis



- 1. Read Your Data**
- 2. Reread Your Data**
- 3. Organize Data Into Concepts**
- 4. Label Concepts**
- 5. Report Findings**

Thematic Analysis



Creates labels for common themes within the data

Helpful Hints

Use:

Dedoose

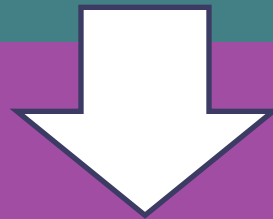
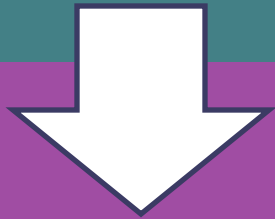
QDA Miner Lite

Helpful Hints

**Use:
Dedoose
QDA Miner Lite**

**They're online platforms
that will help you organize
and quantify your data**

Cross-Reference Your Findings



Cross-Reference Your Findings



**With NSSE, research, journals,
and other collected internal
data**



Let's Review

Assessment Outline

- **Start With Goals**
- **Develop Learning Outcomes**
- **List Activities**
- **Collect and Interpret Data**
- **Report Findings**

Transforming Qualitative Information

RICHARD E. BOYATZIS

naked statistics

STRIPPING THE DREAD FROM THE DATA



charles wheelan

BEST-SELLING AUTHOR OF NAKED ECONOMICS

THE TAO OF STATISTICS

A PATH TO UNDERSTANDING (WITH NO MATH)



DANA K. KELLER

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Assessing Student Learning and Development

Marilee J. Bessiani, Ph.D.
Carrie L. Zales, Ph.D.
James A. Anderson, Ph.D.

A Handbook for Practitioners



Building a Culture of Evidence in Student Affairs

A GUIDE FOR LEADERS AND PRACTITIONERS

Demonstrating Student Success

A Practical Guide to Outcomes-Based Assessment of Learning and Development in Student Affairs

Marilee J. Bessiani, Megan Moore Gardner, and Jessica W. ...

Greg Guest
Kathleen M. MacQueen
Emily E. Namey

Applied Thematic Analysis

SOURCES

ASSESSMENT

Got Questions?

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