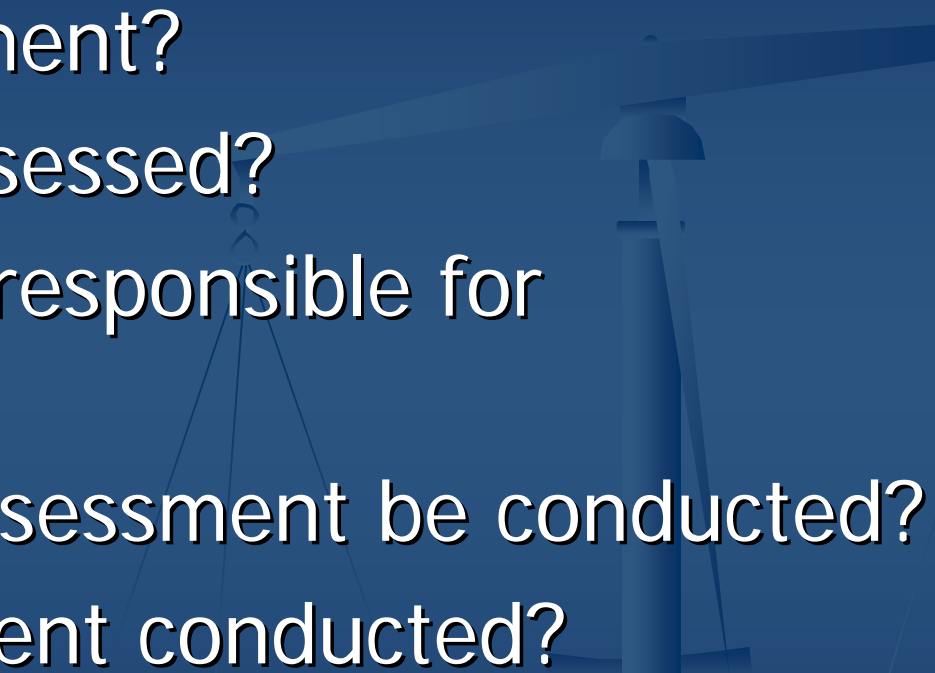


The What and What For of Assessment

A faint, light blue background image of a scale of justice is visible behind the text. The scale is positioned on the right side of the slide, with its vertical pillar and horizontal beam extending across the upper right portion of the frame. The two pans are suspended from the beam, and the entire scale is rendered in a semi-transparent, light blue color that blends with the dark blue background.

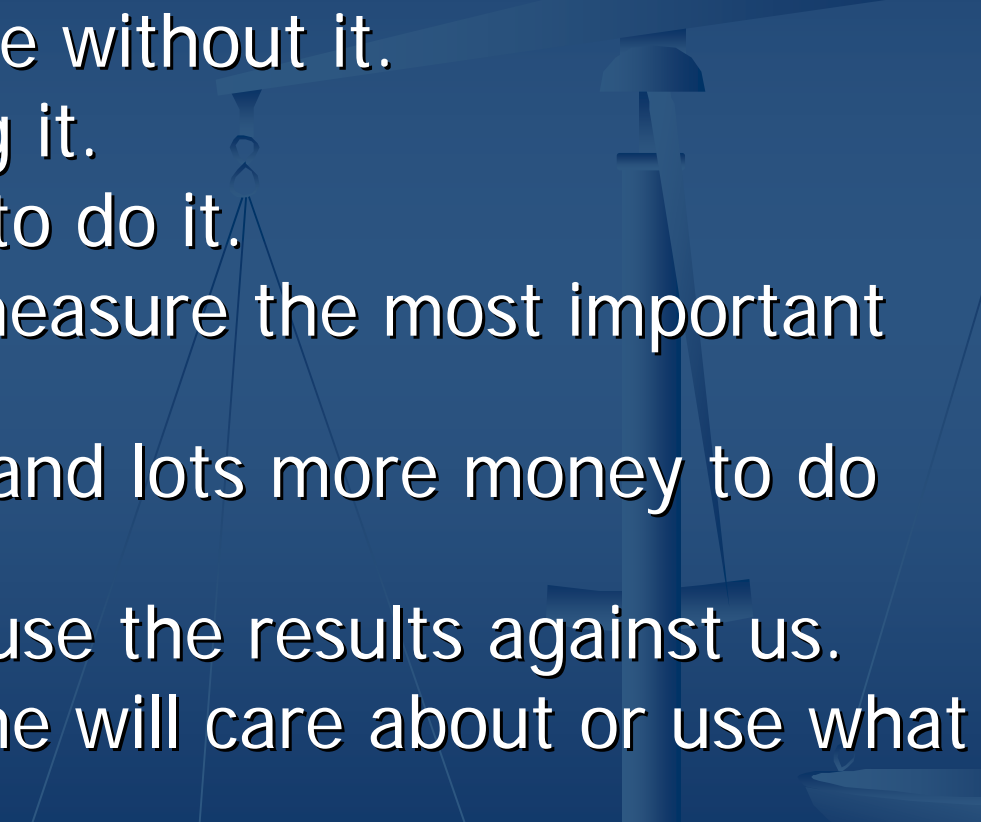
Dr. Mardell A. Wilson
Associate Professor and Director
University Assessment Office
February 22, 2006

The “What” and a few other questions...

- What is assessment?
 - What can be assessed?
 - Who should be responsible for assessment?
 - When should assessment be conducted?
 - How is assessment conducted?
- 

The “What for”

We...

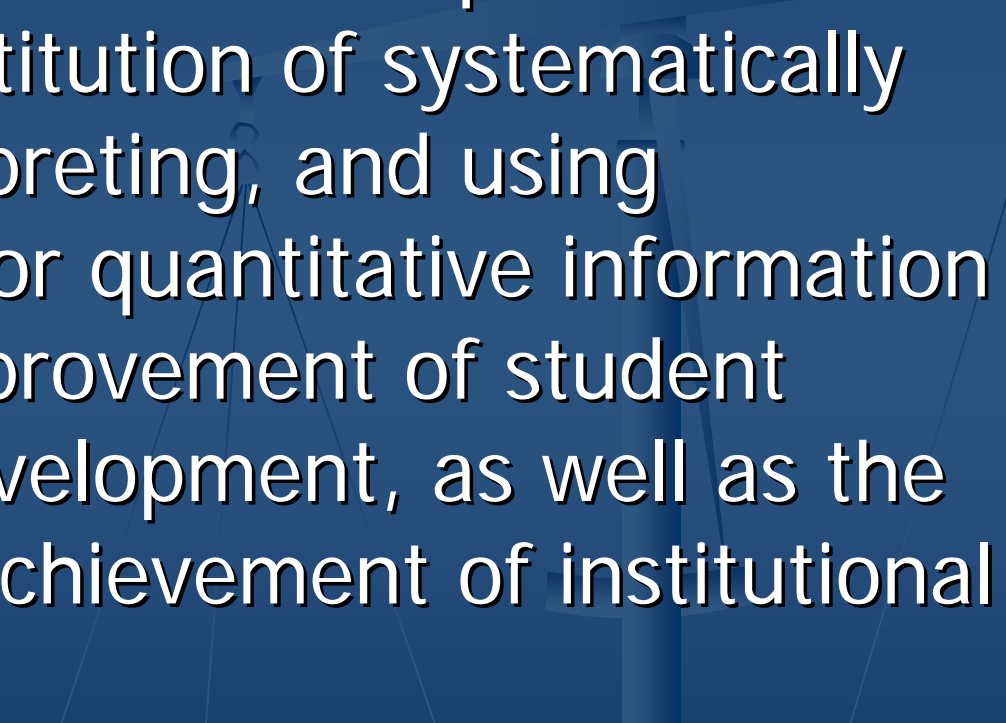
- are doing just fine without it.
 - are already doing it.
 - are far too busy to do it.
 - are not able to measure the most important things we do.
 - need more staff and lots more money to do assessment.
 - think “they” will use the results against us.
 - don't think anyone will care about or use what we find out.
- 

What is Assessment

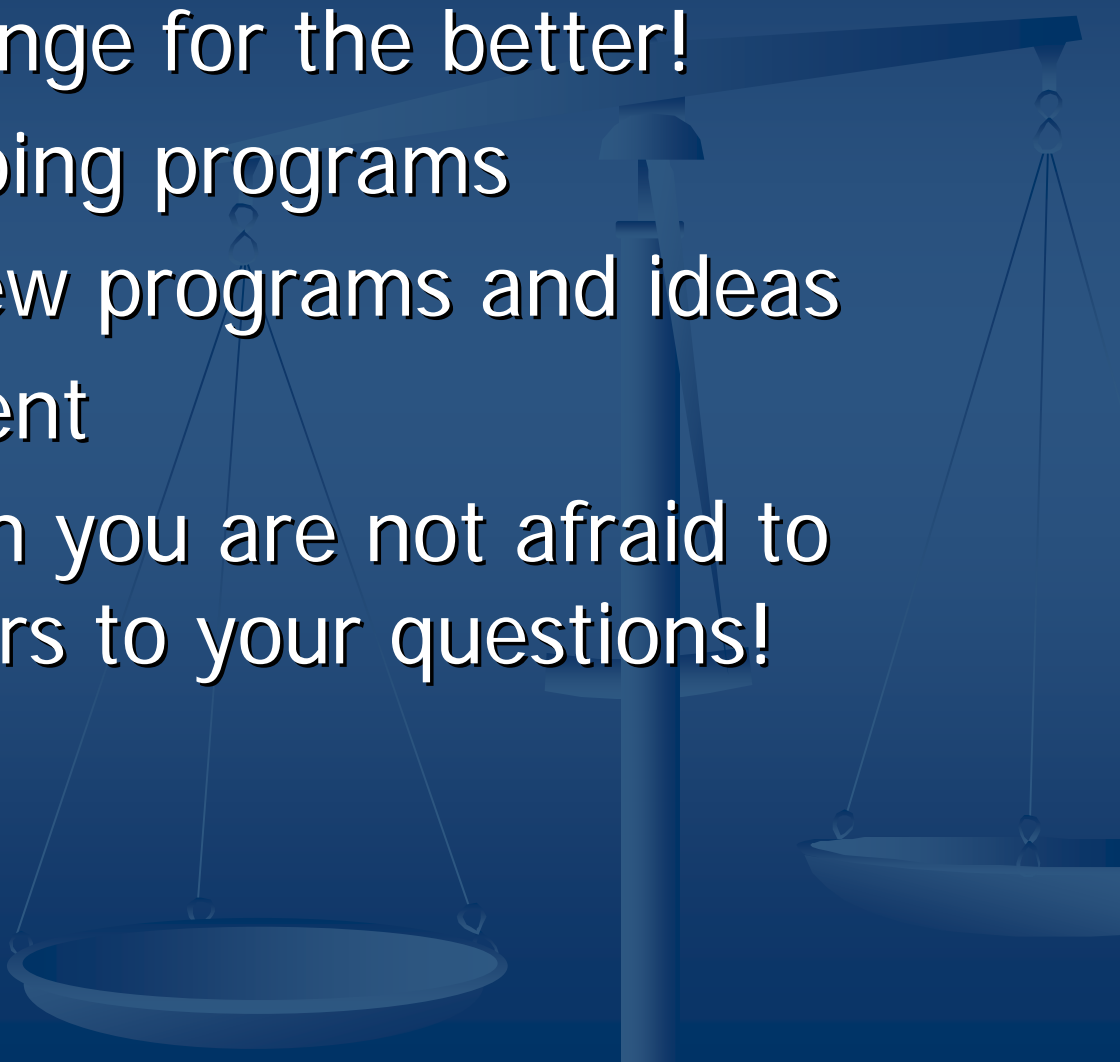
Assessment is:

- an ongoing process aimed at understanding and improving student learning [and development]. (Angelo, T.A., 1995)
- a rich conversation about student learning [and development], informed by data (Marchese, 1993)
- gathering and interpreting information about student achievement. (Brookhart, 1999)

What is Assessment at Illinois State

- Assessment is a continuous process at all levels of the institution of systematically collecting, interpreting, and using qualitative and/or quantitative information to guide the improvement of student learning and development, as well as the formation and achievement of institutional priorities.
- 
- A faint, stylized image of a scale of justice is visible in the background of the slide. The scale is positioned on the right side, with its vertical pillar and horizontal beam extending across the middle. Two pans are suspended from the beam, one on each side. The entire image is rendered in a light blue color that blends with the dark blue background.

What for...Improvement

- To promote change for the better!
 - Review of on-going programs
 - Evaluation of new programs and ideas
 - Needs assessment
 - Conducted when you are not afraid to learn the answers to your questions!
- 

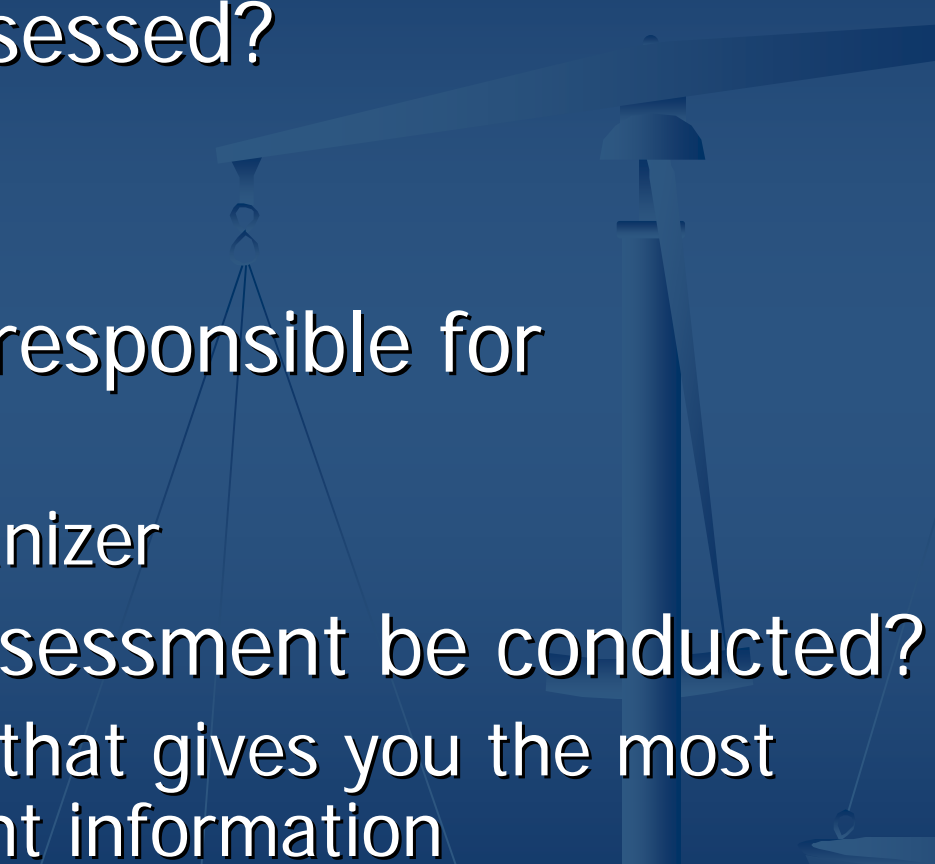
What for...Accountability

- Accreditation visits
- State & local legislatures
- Institutional reviews of programs for planning & budgeting purposes



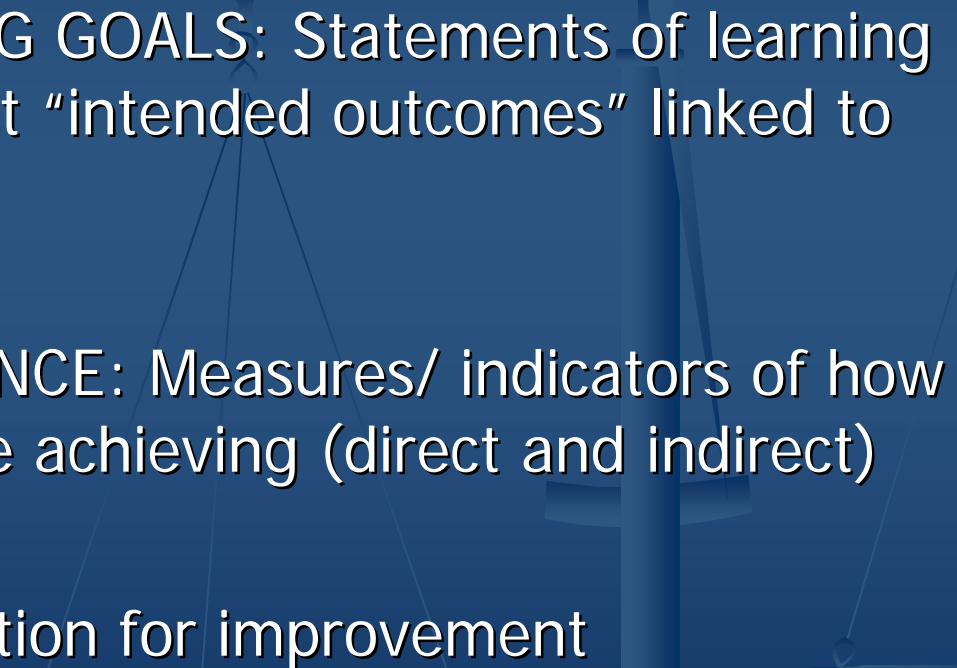
Triangulation

But I still have questions!

- What can be assessed?
 - Outcomes
 - Satisfaction
 - Who should be responsible for assessment?
 - Developer/Organizer
 - When should assessment be conducted?
 - In a timeframe that gives you the most accurate, current information
- 

But I still have questions!

How is assessment conducted?

1. STATE LEARNING GOALS: Statements of learning and development “intended outcomes” linked to mission
 2. COLLECT EVIDENCE: Measures/ indicators of how well students are achieving (direct and indirect)
 3. *USE* the information for improvement
- 

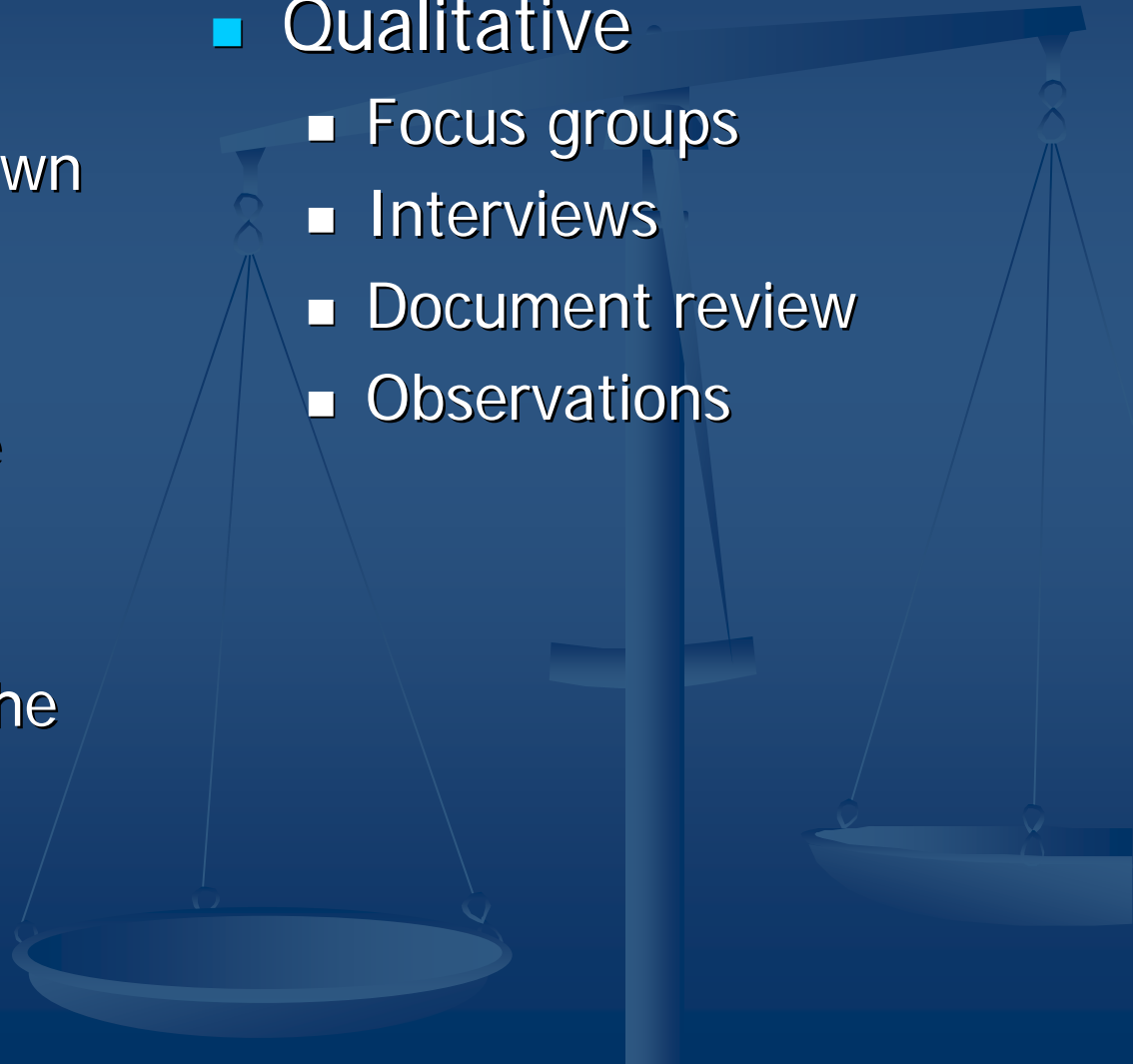
Quantitative vs. Qualitative

■ Quantitative

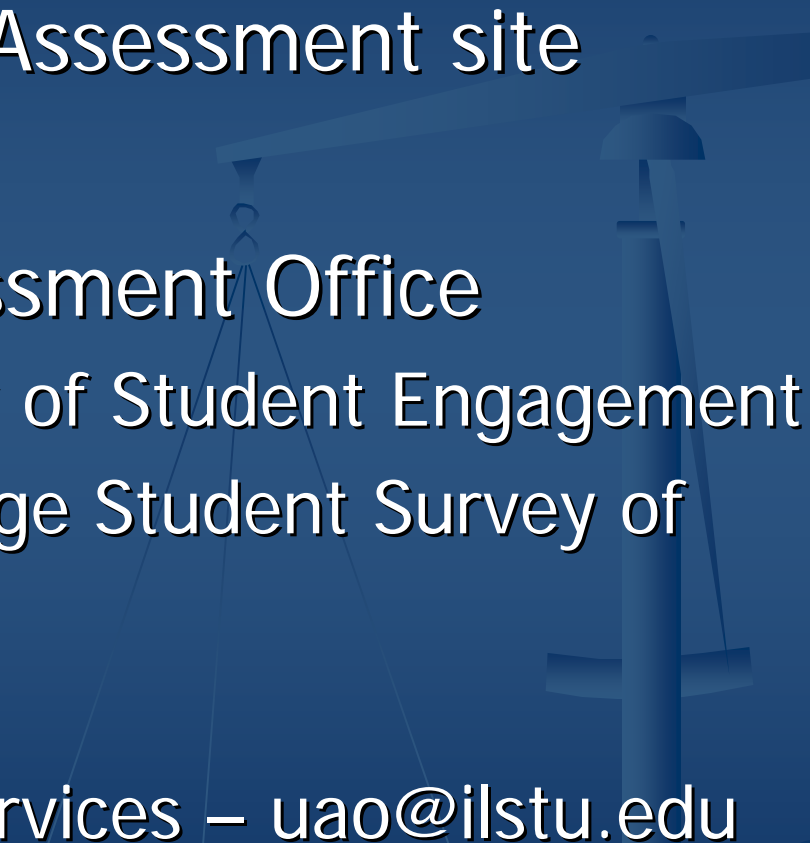
- Event evaluations
- Surveys: homegrown vs. pre-existing
- Benchmarking
- Web surveys/telephone surveys
- Numeric data: participation data, data collected in the office
- *Keep it simple!!!*

■ Qualitative

- Focus groups
- Interviews
- Document review
- Observations



Who can help?

- Student Affairs Assessment site
 - StudentVoice
 - University Assessment Office
 - National Survey of Student Engagement
 - Beginning College Student Survey of Engagement
 - Alumni Data
 - Consultation Services – uao@ilstu.edu
- 



Questions

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