

2016 ACPA STUDENT AFFAIRS ASSESSMENT INSTITUTE

• Schedule-at-a-Glance •

- **Plenary Sessions** – All institute participants will be together during meals and Plenary Sessions.
- **Tracks** – Department/Program track participants will walk away with a start-to-finish assessment plan designed to measure student learning outcomes and/or other programmatic outcomes while participants in the Divisional track will walk away with keys for developing a division-wide assessment plan for their own campuses.
- **Choose Your Own Adventure (CYOA) Sessions** – During each CYOA session, choose the topic in which you are most interested. There are two sets of CYOA sessions – one focused on Data Collection/Planning, the other focused on Data Analysis.

Start Time	End Time	Session Description
Tuesday, June 21, 2016		
2:00 PM	5:00 PM	Pre-Institute Sessions: Program Review: Victoria Livingston & Marybeth Drechsler Sharp Accreditation: Jen Wells Assessment 101: Martha Glass

Start Time	End Time	Session Description						
Wednesday, June 22, 2016								
8:00 AM	8:30 AM	Continental Breakfast (Provided)						
8:30 AM	8:45 AM	Welcome and Overview						
8:45 AM	10:00 AM	Keynote: Creating and Sustaining a Culture of Assessment - Gavin Henning						
		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Department/Program</th> <th style="width: 33%;">Divisional</th> <th style="width: 33%;">First Year</th> </tr> </thead> <tbody> <tr> <td>10:15 AM 11:45 AM Writing Success Criteria: Lucas Schalewski</td> <td>Aligning Goals and Outcomes Across the Division: Victoria Livingston</td> <td>Creating Learning Objectives and Outcomes for First-Year Programs: Dallin George Young</td> </tr> </tbody> </table>	Department/Program	Divisional	First Year	10:15 AM 11:45 AM Writing Success Criteria: Lucas Schalewski	Aligning Goals and Outcomes Across the Division: Victoria Livingston	Creating Learning Objectives and Outcomes for First-Year Programs: Dallin George Young
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12:00 PM	1:00 PM	Lunch (Provided): Track/Roundtable Discussions						
1:00 PM	2:30 PM	Plenary Session – Choosing a Method: Martha Glass & Jen Wells						
2:45 PM	4:15 PM	Choose Your Own Adventure – Data Collection & Planning Survey Design: Kevin Clarke Developing Rubrics: Allison Kanny Conducting Focus Groups and Interviews: Dena Kniess Beyond the Checkbox: Amanda Knerr						
4:15 PM	4:30 PM	Break						
4:30 PM	6:00 PM	Choose Your Own Adventure – Data Collection & Planning Survey Design: Kevin Clarke Developing Rubrics: Allison Kanny Conducting Focus Groups and Interviews: Dena Kniess Beyond the Checkbox: Amanda Knerr						
6:00 PM	8:00 PM	Dinner (Provided)						

Start Time	End Time	Session Description
Thursday, June 23, 2016		
8:00 AM	8:30 AM	Continental Breakfast (Provided)
8:30 AM	9:30 AM	Choose Your Own Adventure – Data Analysis Using Rubrics: Allison Kanny Triangulation: Amanda Knerr Data Visualization: Lucas Schalewski Building a Division Assessment Team: Victoria Livingston & Martha Glass

9:45 AM	10:45 AM	Choose Your Own Adventure – Data Analysis Using Rubrics: Allison Kanny Triangulation: Amanda Knerr Data Visualization: Lucas Schalewski Benchmarking: Maureen Halton		
11:00 AM	12:00 PM	Faculty Roundtable Discussions: ALL		
12:00 PM	1:00 PM	Lunch (Provided)		
1:00 AM	2:30 AM	Choose Your Own Adventure – Methodology Qualitative Analysis: Dena Kniess Quantitative Analysis: Dallin Young Data Hoarding: Jen Wells & Maureen Halton		
2:45 PM	3:45 PM	Plenary Session: Using a Developmental Approach to First-Year Assessment: Meeting Students Where They Are: Jennifer R. Keup		
3:45PM	4:00 PM	Break		
		Department/Program	Divisional	First Year
4:15 PM	5:45 PM	Sharing and Using Results of Assessment: Maureen Halton	Synthesizing and Using Results Across the Division: Victoria Livingston	Building Blocks for an Effective First-Year Assessment Plan: Jennifer R. Keup
6:00 PM		Dinner (Not provided with Institute fee)		

Start Time	End Time	Session Description		
Friday, June 24, 2016				
8:00 AM	8:30 AM	Continental Breakfast (Provided)		
		Department/Program	Divisional	First Year
8:45 PM	10:15 PM	Designing an Assessment Plan: Kevin Clarke	Division Assessment Plans: Martha Glass	Reporting Results and Closing the Loop: Building Political Capital with First-Year Stakeholders: Dallin George Young & Jennifer R. Keup
10:30 AM	12:00 PM	Plenary Session – Assessment to Facilitate Organizational Change: Gavin Henning Closing: Faculty		

2016 ACPA Student Affairs Assessment Institute

Session Descriptions

Opening Keynote

Creating and Sustaining a Culture of Assessment

Assessment is a critical responsibility in student affairs. Demonstrating the value of our work and identifying opportunities for improvement are essential for survival in higher education today. While many see the value, building a culture of assessment can be challenging. Drawing from the recent publication *Student Affairs Assessment: Theory to Practice*, participants will be able to articulate the culture of assessment as a system and describe an innovative, easy to implement 3x5 model to develop a culture of assessment.

Pre-Institute Sessions

Assessment 101

This preconference will provide an introduction to assessment in student affairs and prepare you to actively engage in the institute. The purpose is to provide an introduction to those new to assessment, as well as a review for those of you who may be more experienced in assessment. The faculty leader will provide a basic introduction to outcomes based assessment, why it is important, the common terms, benefits/challenges of conducting assessment, and an introduction to the topics that will be covered in subsequent institute sessions, including planning, writing criteria, and methodology. Presenter will include both department and division level examples.

As a result of engaging in this session, participants will be able to:

- Understand the importance of outcomes-based assessment in student affairs.
- Define important assessment terms.
- Articulate the difference between assessment and research.
- Explain the basic steps of the assessment cycle.
- Understand different types of assessment including; needs, tracking, usage, student learning.
- Identify potential challenges and barriers to assessment.
- Understand how to think about an assessment project.
- Outline the basic parts of an assessment plan and how they align.
- Introduction to developing goals and outcomes.
- Understand different types of assessment methodologies.

Program Review

Program review is an important holistic assessment tool for any student affairs professional and provides a big-picture evaluation of the health of a department. It is a process characterized by self-reflection and evaluation whereby one can critically assess all aspects of a department or functional unit. This process is designed to help departments identify areas of strength and opportunities for growth in order to make strategic and intentional plans for the future.

During this Pre-Institute session, participants will receive an introduction to program review and the stages of a typical program review cycle. The session will also provide a more detailed introduction to using the CAS Standards as the basis for program review.

As a result of engaging in this session, participants will be able to:

- Identify the purpose of conducting a program review
- Describe the role of standards, including the CAS Standards, in program review
- Recall practical tips for organizing and completing a program review
- Describe strategies for sharing and using review results

Accreditation

Regional Accreditation is one of the most important activities completed by American colleges and universities. Accrediting agencies are placing greater emphasis on continuous improvement and institutional effectiveness, and student affairs units play an increasingly important role. For many, however, the role of student affairs in reaccreditation remains unclear. This pre-institute workshop is designed to clarify this role for participants. The presenter will provide a general overview of the purpose and process of accreditation, review accreditation standards that commonly apply to student affairs units, and outline best practices for demonstrating compliance with those standards related to institutional effectiveness.

As a result of attending this workshop, participants will be able to:

- Describe the purpose, scope, and authority of regional accreditation
- List the major activities in the regional accreditation process
- Identify accreditation standards that commonly apply to student affairs units
- Describe a timeline for guiding a student affairs unit through the regional accreditation process
- Detect organizational strengths and weaknesses related to compliance with institutional effectiveness standards that commonly apply to student affairs units
- Develop a roadmap for addressing any weaknesses related to compliance with institutional effectiveness standards

Plenary Sessions

Choosing the Best Method

This interactive session will engage participants through case studies on how to choose the best method for data collection. Participants will learn the importance of choosing a method that answers that question – what do you want or need to know? Making the best match possible between your assessment question and methodology will ensure that you collect meaningful data. This presentation will also introduce the various choose your own adventure sessions related to data collection and analysis and help you determine what to attend.

Using a Developmental Approach to First-Year Assessment: Meeting Students Where They Are

In an era of declining resources and increasing accountability, assessment has never been more important to student success initiatives than it is today. Assessment activities can be an important driver for change, serve as a foundation for strategic planning, and inform efforts for student' transition into and through higher education. Yet, the success of first-year experience assessment initiatives to both respond to a need for information and drive change is contingent upon understanding the needs and characteristics of entering students, establishing meaningful and realistic learning outcomes for their developmental position at college entry, and creating a talent-development model for the assessment of their learning, development, and success throughout the first year. This session will draw from national data, cite standards of educational excellence, and facilitate reflection and dialogue as a foundation for Institute participants to think critically about the appropriate lens for their first-year assessment practices.

As a result of participating in this session, participants will be able to:

- Draw from national data and theory to describe trends related to the needs, characteristics, and developmental position of first-year students.
- Consider the impact of developmental sequencing in the assessment of first-year students' experienced and outcomes.
- Identify talent development models and approaches to guide first-year assessment strategies.

Building a Culture of Assessment

This session will engage participants in thinking about what it means to build a culture of assessment on our campuses. What do we need to do to encourage institutional change of this type? How do we align structures and strategies to our unique organizational cultures? How are we doing so far?

Department/Program Track Sessions

Writing Success Criteria

Defining success criteria means starting with the end in mind. What do we want a program or service to achieve? What do we want students or other participants to learn? How will we know we have achieved our goals? This session will address the foundational elements that give purpose to our assessment goals and will allow participants to practice writing outcomes that are in alignment with the mission, goals, and objectives of a functional area or department.

As a result of engaging in this session, participants will be able to:

- Explain the importance of goals, objectives, and outcomes in good assessment practice.
- Identify the characteristics of SMART outcomes.
- Differentiate between program and learning outcomes.
- Construct program and learning outcomes that align with foundational elements of a program or department.

Sharing and Using Results of Assessment

How many assessment reports do you have sitting on a bookshelf with the promise that *someday* you'll have a spare moment to take a look at them? How many times have you started down the path of an assessment project only to lose steam at the end because there is either no time to digest the information or you have no idea how to use the information to inform decision-making? This session will use concrete examples of effective assessment reporting and sharing strategies that target a variety of audiences. Participants will gain a better understanding of effective reporting and sharing methods to help ensure that assessment results stay off of the bookshelf and instead are used to improve practice.

After attending this session, the participant will be able to:

- Identify specific audiences and key stakeholders for sharing results
- Articulate different options for result formats/delivery methods for both qualitative and quantitative data
- Determine the appropriate format for conveying results to various audiences
- Be able to take a current assessment project at their institution and develop effective strategies to share or otherwise use the data to directly improve practice and/or decision-making

Designing an Assessment Plan

It is important to have a holistic, annual assessment plan to drive programmatic improvement. In this session, participants will discuss the important elements of an assessment plan and strategies for implementing an effective plan for programmatic improvement. Participants will leave this session with an initial outline of an implementable assessment plan for their program(s).

As a result of this session, participants will be able to:

- Define the primary types and methods of assessment within student affairs (needs assessment, program evaluation, learning outcomes assessment) and discuss the interrelationships between them
- Identify the steps of the assessment process/cycle
- Articulate key elements necessary for successful implementation of each step in the assessment cycle
- Identify stakeholders and integrate their needs into design and analysis
- Plan their department/program assessment cycle

Division Track Sessions

Aligning Goals and Outcomes Across the Division

Assessment is most impactful when it is done strategically with an eye to how we can use it to both prove (i.e., demonstrate the scope and impact of our work) and improve (i.e., to make the things we do better). This session will discuss strategies for strategically aligning our goals and outcomes in order to better guide our assessment efforts. Participants will be asked to apply the knowledge they gain to real world examples that

look at how we align department/program level goals and outcomes with the division and how we align division goals and outcomes with the institution.

As a result of engaging in this session, participants will be able to:

- Identify how aligning goals/outcomes across the division is integral to assessment
- List sources of accountability which could inform a division's goals/outcomes and how they align
- Explain 1-2 strategies for beginning this process in their division/work units
- Explore potential obstacles and solutions

Synthesizing and Using Results across the Division

An essential aspect of conducting assessment is synthesizing the data and developing reporting mechanisms that will be read and acted upon. This presentation will discuss why knowing your key target audience is so critical to know your key audience and best practices in relating information to key constituents. Additionally, a wide variety of reporting formats, tools, products, and techniques will be reviewed to ensure you are presenting your data in clear and compelling ways that will help translate your data into meaningful and actionable insights.

As a result of engaging in this session, participants will be able to:

- Learn key questions to determine the best reporting products for the assessment's purpose and primary audience
- Identify a series of appropriate reporting formats, tools, and products that are best for organizing and presenting results to persuade and connect with primary audience
- Present data in clear, concise, and compelling ways that help translate data into actionable insights
- Apply assessment results in the contexts of strategic planning, budgeting, decision making

Division Assessment Plans

Building a culture of assessment is a critical component to empowering your departments to actively engage in good assessment practice. Whether you're at a small or large institution, an assessment team helps build knowledge and promote a culture of shared ownership over how data is collected, shared and utilized in your division.

As a result of engaging in this session, participants will be able to:

- Identify varied purposes and structures for assessment teams
- Explain how to use assessment teams to build assessment capacity among your staff
- Describe at least two strategies for implementing/improving assessment teams at their institution
- Explain approaches for making assessment accessible and worthwhile through all the levels of your organization

First-Year Track Sessions

Creating Learning Objectives and Outcomes for First-Year Programs

This session will provide an overview of connecting gathering evidence to goals of first-year programs. The discussion will begin with focus on the alignment of programmatic objectives with those of the organizational unit in which they reside as well as alignment with institutional goals. Then, participants will be given the opportunity to work creatively and collaboratively to define learning objectives for their first-year programs.

As a result of participating in this session, participants will be able to:

- Define and identify learning objectives and outcomes for first-year experience programs
- Determine and create learning outcomes for first-year experience programs
- Describe the importance of connecting program objectives to department, division, and institutional objectives

Building Blocks for an Effective First-Year Assessment Plan

This session will review many of the basic tenets of high-quality assessment and focus on the challenges and opportunities with respect to the assessment of first-year students and the programs created to support their success. More specifically, this session will provide an overview of assessment structures and methods;

discuss the connection between learning outcomes and assessment decisions; explore instruments used to assess student learning, experiences, satisfaction, and change; and focus on models and techniques that are critical to the assessment of first-year students.

As a result of participating in this session, participants will be able to:

- Describe how learning objectives lead to assessment methods and results
- Determine the steps to creating an effective assessment plan for first-year experience programs
- Identify sources of existing data on campus and how to use them to answer assessment questions

Reporting Results and Choosing the Loop: Building Political Capital with First-Year Stakeholders

In an era of declining resources, increasing pressures for accountability, and ongoing demands for improving student retention, making sense of the results of first-year assessment is of paramount importance. This session will discuss the importance of effective interpretation and presentation of the evidence gathered through assessment activity with an aim for improved program effectiveness. Moreover, the session will engage participants in a discussion of how to use effective reporting strategies to build political capital with first-year stakeholders.

As a result of participating in this session, participants will be able to:

- Describe the connection between reporting results and demonstrating compliance and effecting improvement of first-year programs
- Implement effective communication principles when crafting and delivering assessment results
- Identify key stakeholders and describe their roles in interpreting evidence gathered through the assessment process

Choose Your Own Adventure: Methodology Sessions

Quantitative Data Analysis

So you've collected some quantitative data, now what should you do with it? This session will discuss the different questions to be answered by various statistical methods, how to interpret the findings of your analyses, and how to discuss the findings with your stakeholders.

As a result of engaging in this session, participants will be able to:

- Articulate the type of data gained (questions answered) by different statistical methods
- Contribute to planning of analysis and decisions about what statistics to use in various situations
- Describe the meaning/interpretation of statistics to a non-technical audience (e.g., "in plain English")

Qualitative Data Analysis

Now that you've conducted your focus group, interviews, or collected responses to open-ended questions you have lots of text, lots of words... what do you do with all of it? This session will introduce you to the basics of qualitative analysis, from organizing your data, coding, making meaning of it, and finally sharing your results.

As a result of engaging in this session, participants will be able to:

- Differentiate between qualitative and quantitative paradigms
- Articulate the underlying assumptions framing the qualitative perspective
- Define and describe the steps involved in qualitative analysis and how to implement them
- Understand concepts of rigor in qualitative research, and how to design a study in ways to ensure ethical trustworthy practice
- Understand ways to report on qualitative data

Data Hoarding

Many student affairs professionals collect a lot of data, but struggle with how to make meaning of it. This session will help you de-hoard your data and decide what needs to be kept, what needs to be discarded, and what needs to be put out for "sale." This presentation will help participants arise from the clutter and make more intentional data collection decisions.

As a result of engaging in this session, participants will be able to:

- Understand the importance of sharing data findings
- Articulate the different ways to organize data
- Make data collection decisions according to mission, vision, goals, and learning outcomes

Choose Your Own Adventure: Data Collection/Planning Sessions

Survey Design

While surveys are often the most popular choice of assessment tools, designing surveys that are effective in meeting your goals can be a challenge. This session will share best practices in survey design by explaining the various ways to create valid survey questions as well as share helpful tips in creating surveys for your assessment needs. Practice time will allow participants to hone their survey-designing skills during the session.

As a result of this session, participants will be able to:

- Identify the phases of the survey design process: developing content, writing questions and response formats, determining survey structure and length, and administering surveys, *etc.*
- Create valid and effective survey items
- Recognize ways to increase survey response rates
- Explain how to use survey data for programmatic improvement

Developing Rubrics

A rubric is a scoring tool developed to measure a student's performance, achievement, or mastery on a given activity. A well-designed rubric can help administrators clarify vague outcomes, involve students more deeply in the assessment of their learning, and improve the consistency of measurement. In this session, participants will learn about the common components of a rubric, the primary rubric models, and consider a multi-step process for developing rubrics effectively.

As a result of engaging in this session, participants will be able to:

- Identify the components of a rubric
- Describe the primary rubric models
- Articulate criteria for selecting a rubric type
- List the steps for developing a rubric

Conducting Focus Groups/Interviews

Do your assessment questions ever ask how or why something is happening? Are you trying to assess learning at "deeper" levels? Then you'll need an assessment method that moves beyond surface level. Focus groups and interviews are two ways that you can effectively gather in-depth data. This session will help you determine if focus groups or interviews are the best method given your intended outcomes, tips for successfully planning focus groups and interviews, as well as developing effective focus group and interview protocols.

As a result of engaging in this session, participants will be able to:

- Articulate the type of data gained and questions answered through focus groups/interview methods
- Identify considerations to successfully plan focus groups/interviews
- Identify skills needed to moderate and record focus groups
- Construct effective focus group/interview protocols and questions

Beyond the Checkbox

Surveys continue to remain the most popular assessment method to gather information for decision-making. However, with survey fatigue and increased expectations that institutions assess student learning both inside and outside the classroom, it becomes essential to look beyond just surveys to gather assessment information. This presentation will introduce participants to a variety of student-centered assessment approaches that engage students in the assessment process, foster additional student learning and reflection, and provide meaningful and useful data for use in institutional decision-making and programmatic planning.

Participants will be able to:

- Articulate a variety of non-survey assessment techniques
- Determine an appropriate assessment technique for the particular assessment question
- Appropriately provide meaning and organization to the collected data
- Share the assessment information in ways that can promote decision-making, support student learning, and improve programmatic practices.

Choose Your Own Adventure: Data Analysis Sessions

Data Visualization

Infographics. Visualization. Graphics. Charts. Design. We are increasingly faced with a dizzying array of options for how to display data. How do we make informed choices about which will really aid the user versus those that are just “pretty?” This session will explore aspects of visual perception that influence how we process visual information, as well as discuss the messages conveyed by various visual displays and how to select options that best aid the reader in understanding key data points.

As a result of engaging in this session, participants will be able to:

- Make decisions between various visual displays of information to best convey desired points
- Understand the relationship of visual perception to successful visual displays
- Select design elements best suited to aid the reader in understanding the information presented

Using Rubrics

The “Developing Rubrics” session introduced foundational concepts related to the development of rubrics for assessment purposes. This session is designed to extend the discussion on rubrics from development to use. Participants will discuss criteria for reviewing validity and reliability principles, consider a process for improving inter-rater reliability, examine ways to analyze data collected through common rubric models, and consider strategies for how to share the results of their rubric assessment. Throughout this session, the presenter will facilitate hands-on activities designed to reinforce the knowledge and skills necessary to use rubrics effectively.

As a result of engaging in this session, participants will be able to:

- Define reliability, validity, and inter-rater reliability in relation to rubric application
- Describe a process for improving inter-rater reliability
- Discuss statistical approaches to analyzing data collected through rubrics
- Apply strategies for sharing and reporting assessment data to rubrics

Data Triangulation: Using Multiple Data Sources to Improve Practice

Using multiple sources of data provides a multi-faceted approach to answering assessment questions. This presentation will help participants understand data triangulation and how it is helpful in answering assessment questions. Several concrete examples of using data triangulation to create a comprehensive picture will be provided. Participants will have an opportunity to think about the sources of data at their home institution and how those various sources may be integrated to create a more complex picture of an area of interest on their home campus.

Participants will be able to:

- define data triangulation
- describe at least three reasons for data triangulation
- determine which topics would benefit from the approach of triangulation
- be able to identify ways to triangulate data on a topic of interest using data from their specific institution

Building a Division Assessment Team

Building a culture of assessment is a critical component to empowering your departments to actively engage in good assessment practice. Whether you're at a small or large institution, an assessment team helps build

knowledge and promote a culture of shared ownership over how data is collected, shared and utilized in your division.

As a result of engaging in this session, participants will be able to:

- Identify varied purposes and structures for assessment teams
- Explain how to use assessment teams to build assessment capacity among your staff
- Describe at least two strategies for implementing/improving assessment teams at their institution
- Explain approaches for making assessment accessible and worthwhile through all the levels of your organization

Benchmarking

Have you ever been curious about how your programs/services stack up against those of other campuses? Have you ever struggled to set goals, not knowing where or what your target should be for a given outcome or area? Then benchmarking could be for you! Join us for an interactive session about when, why, and how to use benchmarking/comparison reporting to enrich your current assessment practices or begin a new assessment initiative. Participants will learn about different types benchmarking, how to get started with benchmarking (along with the steps that are involved in the benchmarking process), and strategies to maximize your benchmarking data.

As a result of participating in this session, you should be able to:

- Explain at least two reasons why a department or institution might benchmark
- Accurately recall the steps involved in the benchmarking process, from determining your goals and purpose to reviewing and analyzing benchmarking data
- Effectively evaluate different factors that should be considered when selecting a benchmarking instrument and identify at least one commercially-developed benchmarking instrument that might be helpful to them/their institution
- Confidently approach the analysis of benchmarking data using at least one of the strategies discussed in the session

Closing Keynote

Assessment to Facilitate Organizational Change

American higher education is evolving, perhaps faster than any time in its history. With this rapid movement, adapting to change is no longer sufficient for survival. Departments and divisions of student affairs need to see change as normal and be designed for it. Based on prominent change theories, participants will be able to describe how a culture of assessment can be a tool for organizational change.