Assessment 101: What Every Registrar Needs to Know

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Assessment 101: What Every Registrar Needs to Know

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Agenda

- Introductions
- Assessment Defined
  - What?
  - Why?
  - When?
- Real World Examples
- Questions and Answers
Steve & Rick’s Disclaimer

- In an hour, we can not turn you into statisticians, psychometricians, research and measurement experts or institutional researchers.

- What we can do:
  - Give you an overview of assessment
  - Show you some examples of how to leverage data to assess student and departmental performance
  - Provide you with the knowledge and skills needed to plan, implement and utilize the results of assessment
Assessment Is...

- Assessment is the systematic collection, analysis and interpretation of data, and the application of the results to improve student and programmatic performance.
Assessment Should Be...

- Timely
- Carefully planned
- Address a specific question
- Be related to programmatic and or students’ goals
- Be cumulative
- Define clear and appropriate measures of success
- Utilize existing standards and definitions
- Utilize both qualitative and quantitative data
- Favor direct over indirect measures
- Shared with others and utilized to make improvements
- Be in sync with university mission/vision/strategic plan
We Assess To...

- Quantify the anecdotal “facts”
- Document your office’s/staff’s strengths, weaknesses, and effectiveness.
- Provide evidence to support your requests for current and additional resources.
- Improve your department’s policies, procedures and service delivery
- Measure student outcomes
- Satisfy our boss/peers/faculty/students/stakeholders
How Often Do We Assess?

- As often as your resources allow
- As close to the event or action being measured or studied
- At regular intervals (longitudinally)
- As often as your assessment objectives dictate
Completing the Assessment Cycle

Data + Definition + Content = Information

Information + Context = Knowledge

Applied Knowledge = Assessment
From Theory to Practice

1. Formulate the Question
2. Research
3. Implement
4. Evaluate and Enhance

Identify the Issue
Preparation
Running the Numbers
Interpret and Improve
It All Starts With...

- Question/Issue
  - Student/Faculty Satisfaction
  - Student Outcomes
  - Resource Levels
  - Accountability
  - Setting Baseline
  - Peer Comparison
Research / Preparation

- Is it measurable/quantifiable?
  - Data Definitions
    - Better, easy, clear, helpful, prompt
    - Success, Satisfaction, Workload, Volume

- Is it doable?
  - Determine your context/cost
  - Learn from others
  - Locate existing standards, definitions instruments & practices
Research / Preparation

- Sources
  - AACRAO, NACADA, AIR, NASPA
  - NSSE, Noel-Levitz SSI, HERI
  - Baldridge Education Criteria for Performance Excellence
  - Institutional Research
  - Office of Assessment
Research / Preparation

- Data Collection Instrument
  - Response cards
  - Surveys
  - Interviews/Focus Groups
  - Technology

- Population Selection
  - Balance sample size and cost
  - Response rate
Implement / Crunching the Numbers

- Data types (NOIR)
  - Nominal (Male/Female)
  - Ordinal (Likert Scale)
  - Interval (Dates)
  - Ratio (Length of Service, Age)

- Null is not zero
- Missing values
- Mind your P’s and N’s
Implement / Crunching the Numbers

- Descriptives
  - Mean, Median, Mode, Max, Min
  - Percentages

- Hypothesis Testing
  - Test of significance
  - Is it different enough?
  - The devil is in the tails

- Correlation
  - Correlation does not imply causation
  - How strong is the relationship
Evaluate and Enhance / Interpret and Improve

- What does this mean?
  - No difference is a significant finding
  - Non significance does not equal failure
  - How can I apply what I learned to make improvements

- If you do not share, publish or utilize your results, you haven’t assessed anything.
Tips and Tricks

- A Picture Is Worth a Thousand Dollars
- “Just Give Me the Bullets”
- Let the software do the heavy lifting
- Establish a baseline
- Make friends with your institutional research/assessment offices
  - Cookies & Milk, Anything Chocolate
Real World Examples

- Quick Admit
- Degree Applications
- Withdrawal Information
- The Student “Shell Game”
  - Who’s Walking Through My Door
  - Avoiding the Special Case
Common Issues

- No “one-stop”; silo processing
- Poor feedback (in both directions)
- Functions not supported:
  - Continuity / Consistent processing
  - Cross-training
  - Workflow
  - Data feedback
- Doesn’t leverage existing data sources
- Gaps in policies/procedures exposed
- We put the “dys” in dysfunctional.
Quick Admit: Specific Issues

- Process that requires paper, separate database and SIS
  - Bad information
  - Confusion on web form usage
  - Not automated (paper to SIS)
  - Timely turn around
  - Not integrated well for student usage
  - Political
Quick Admit:
Towards a Better Solution

- Redesigning application to remove paper part of process
- Improving data quality
- Better integration of data sources
- Automating business practices
- Improving student feedback
- Security/access/integration issues
Degree Applications: Specific Issues

- Faux Automated
  - Electronic Entry by Student
  - Email Delivery to Staff
  - Reentry by Staff
- Dual Systems
  - SIS
  - Microsoft Access
Degree Applications: Towards a Better Solution

- Integration of Application to SIS
  - Data Validation
  - Data Integrity
  - Centralized/Standardized Data
  - Feedback to Students
  - Tracking the Numbers
  - Assessing the Results
Withdrawal Information: Specific Issues

- QMI Is Still Alive!
  - Similarities to Assessment
  - Kaisan Approach
- Communication Plan
- From Paper to Banner
- Answering the Big Question
  - Why Do Students Leave?
Withdrawal Information: Towards a Specific Solution

- Process Redesign
- Evaluate Redesign
- Redesign the Redesign
- Allocation of Resources
  - Withdrawal Coordinator
  - Fit Into Organization Structure
    - Cross-training
    - Cross-functional
Room for Improvement

- Continuity
  - A unified voice across time and employees
  - Cross training staff

- Documenting and Reporting
  - Providing data and reports to continue improving processes and ensure accountability

- Going to school on yourself
  - Problems which fly below the radar
  - Spotting trends and poor processes
Questions?

- Thank you for attending!!!
- Presentation available at:

  http://www.southernct.edu/management_info_research/

- Click on “Professional Presentations”