



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

Formulate the Question

1

Identify the Issue

Research

2

Preparation

Implement

3

Running the Numbers

Evaluate and Enhance

4

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
- Baldrige 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



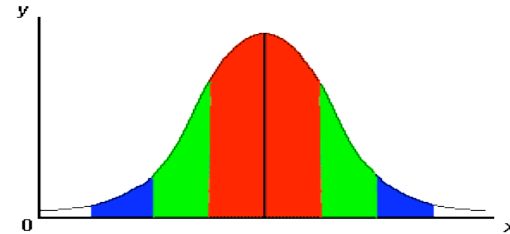
Implement / Crunching the Numbers

- 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”