



# FINDING YOUR PURPOSE

ASSESSMENT OF LEARNING  
FALL 2016

Kimberly Yousey-Elsener, PhD.  
Office of Assessment and Retention  
[elsenerk@Hartwick.edu](mailto:elsenerk@Hartwick.edu)  
205 Bresee Hall

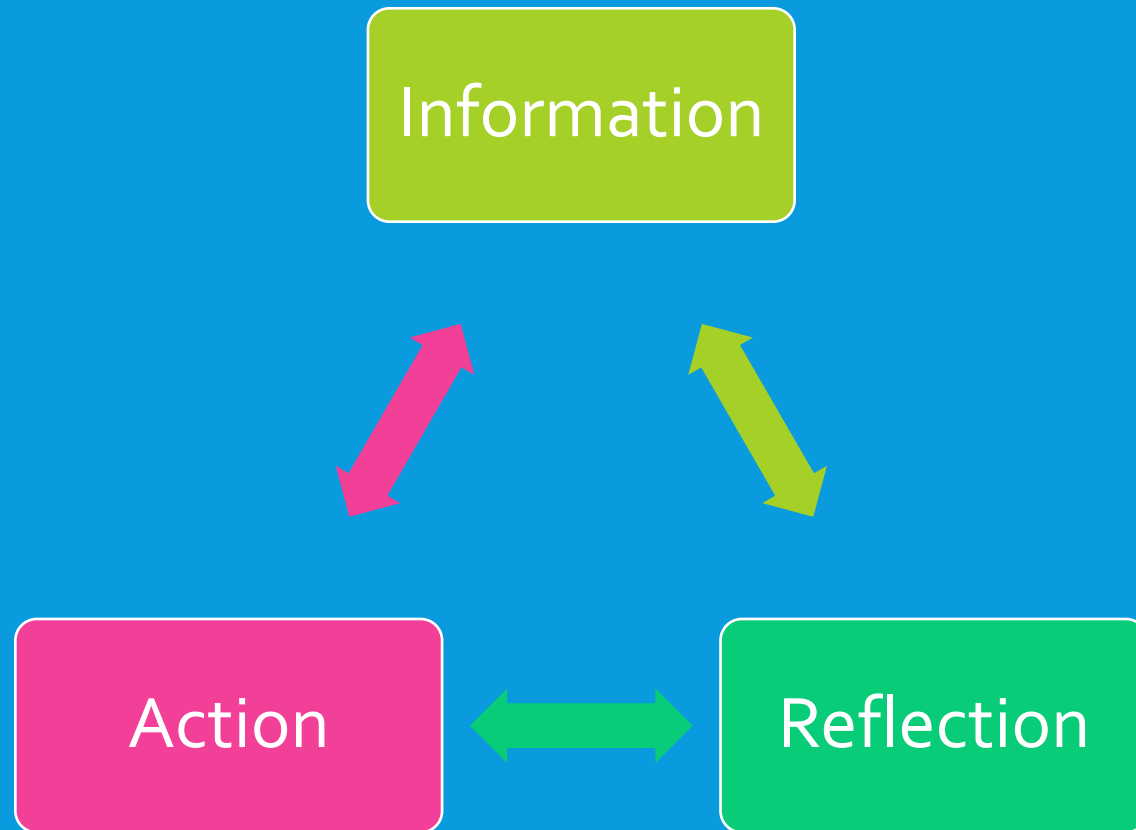
# REFLECTION TIME

- How has assessment positively impacted your work?
- How has assessment negatively impacted your work?



# DEFINING ASSESSMENT

# TELL ME ABOUT A TIME WHEN YOU...



# HOW ABOUT A TIME WHEN YOU GATHERED LOTS OF LITTLE PIECES OF INFORMATION TO TELL A LARGER STORY?



# WHAT IS GOOD ASSESSMENT?

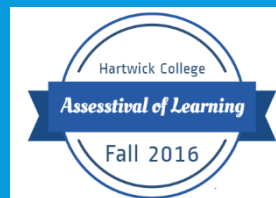
- Provides useful information
- Focused, simple and cost effective
- Provides reasonably accurate, truthful information
- Systematic, transparent and consistent
- Fair and ethical
- Qualitative and well as quantitative



# ASSESSMENT IS NOT RESEARCH

“Although [assessment and research] share many processes in common, they differ at least in two respects. First, assessment guides good practice, while research guides theory and conceptual frameworks. Second, assessment typically has implications for a single institution, while research typically has broader implications ...higher education” in many different contexts

(Upcraft and Schuh, 1996, p. 21)”.



BUT - JUST LIKE IN RESEARCH, GOOD ASSESSMENT STARTS WITH GOOD...

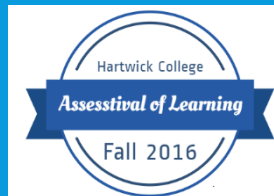




# WHERE TO START?

Assessment makes a difference when it begins with **issues of use** and **illuminates questions that people really care about**

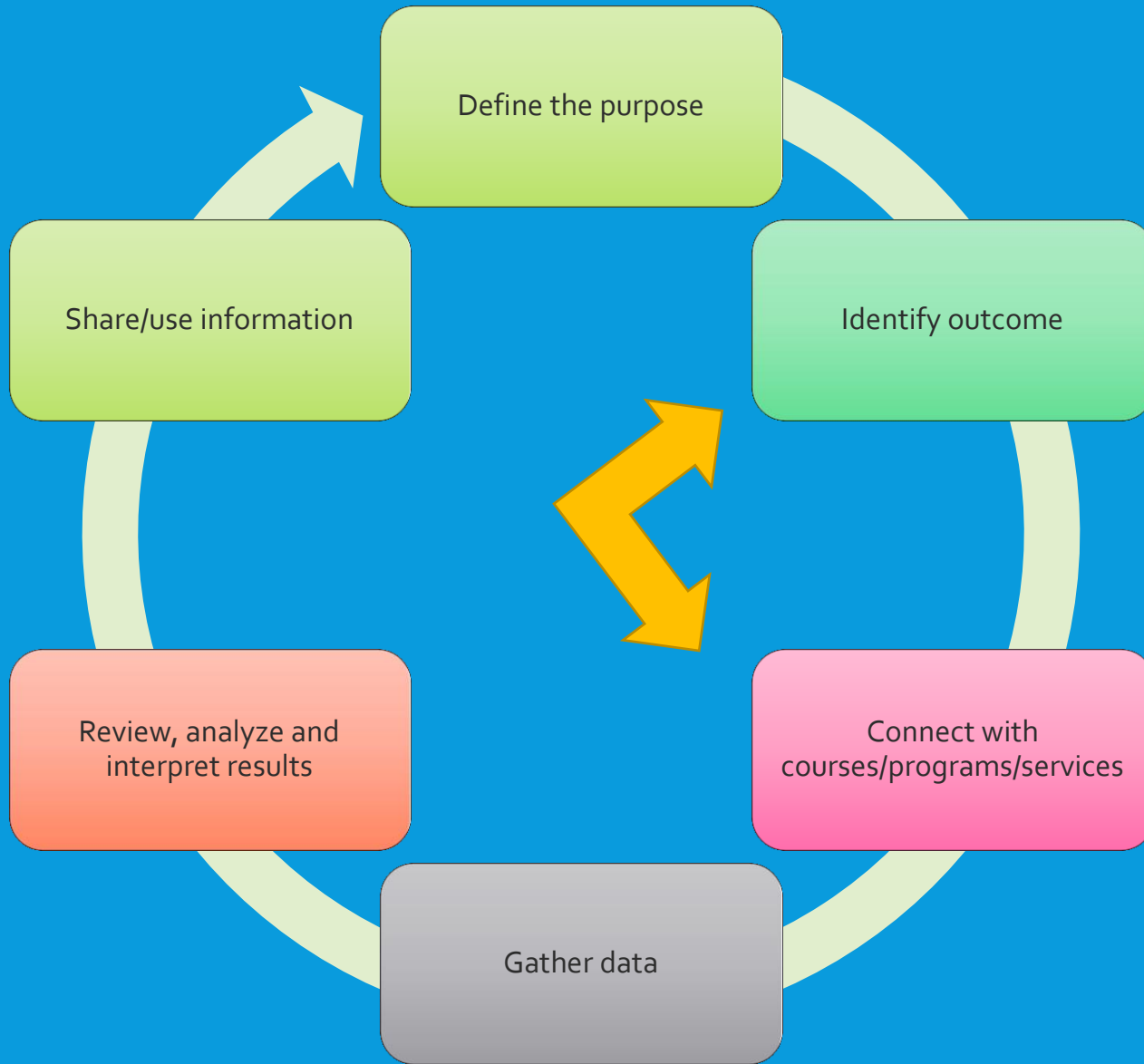
- *Assessment in Practice*, by Trudy Banta, p.2



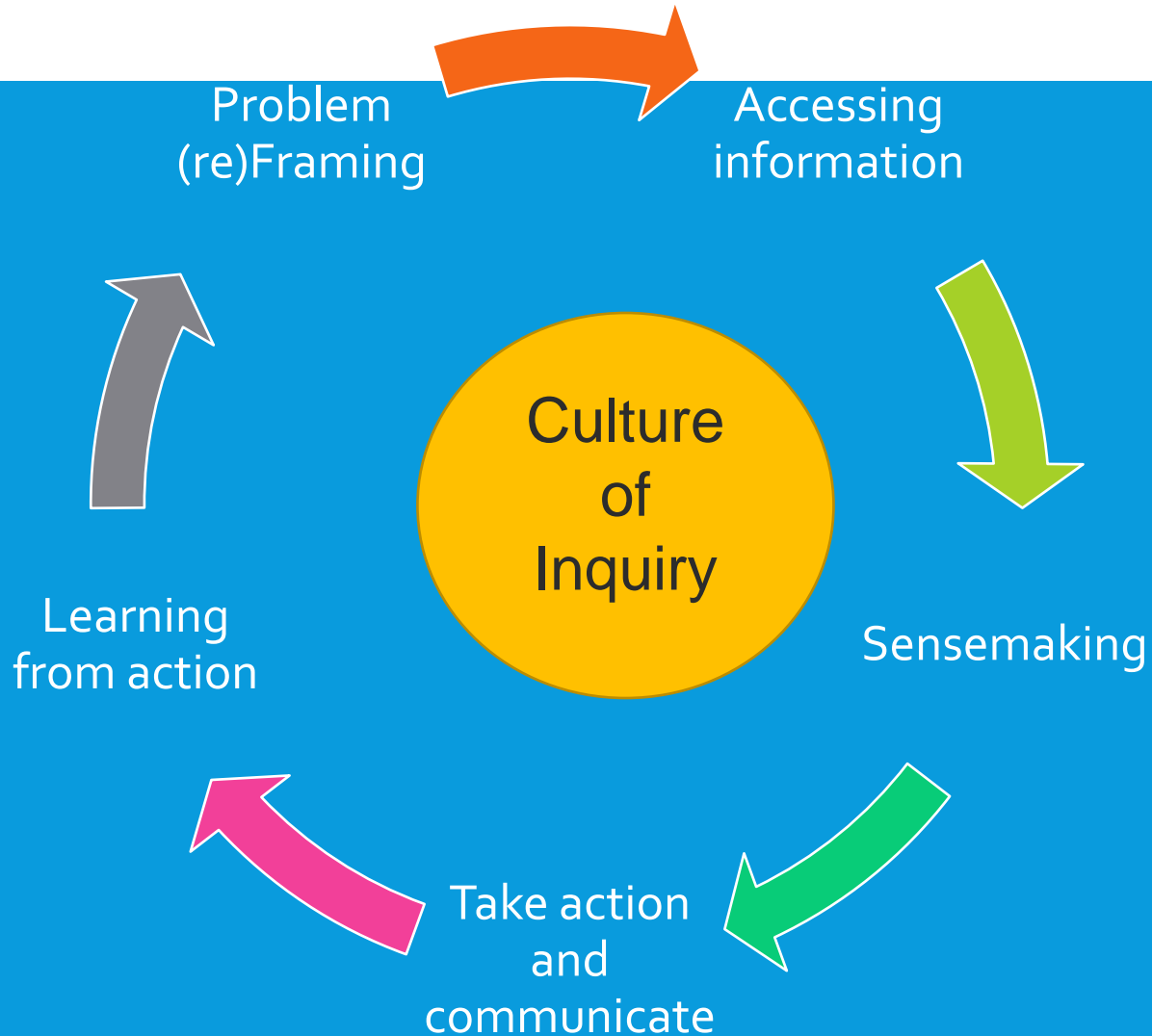
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# CYCLE OF INQUIRY



# WHY IS FINDING MY PURPOSE IMPORTANT?

Roots assessment  
in priorities

Focuses = not  
assessment  
everything

Planning = varying  
assessment  
methods

Streamline and  
plan resources  
needed

More effective  
instruments

Connects results  
to actions faster

Guides data  
analysis

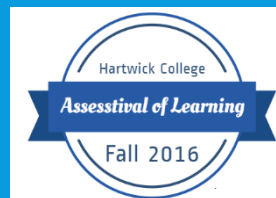
Ensures you're  
getting the data  
you need

# PLANNING ASSESSMENT BACKWARDS

- What do you want to discover?
- What sources of evidence can you draw on?
- Slow down to think about:
  - What do you want to learn about?
  - Who do you need to get the information from?
  - How do you want to assess (or learn)?
  - When is a good time to capture that information?
- Without asking these questions results risk being less than useful



(Maki, 2010, p. 8)



# WORKSHEET TIME...





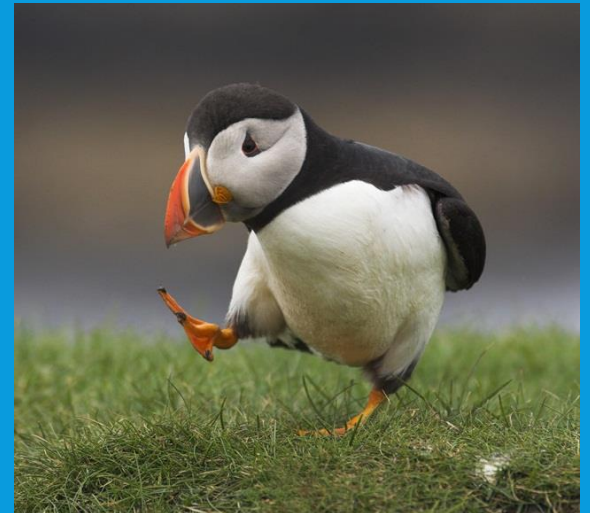
“ Good Feedback  
Is the **KEY**  
to Improvement ”



*NEXT STEPS*



THEN TRANSFORM YOUR  
PURPOSE INTO AN OUTCOME



# WHAT OUTCOME DO YOU NEED?

Diagnose or clarify problems

Compare courses of action

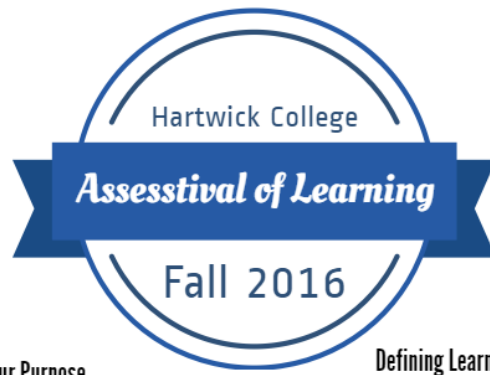
Justify a decision/action

Be held accountable by external sources

Inform daily practice

Manage meaning, culture, motivation

# COMING NEXT....



Finding Your Purpose  
Monday, August 1st  
10:00-11:30 am  
Golisano 301



Defining Learning Outcomes  
Tuesday, August 2nd  
10:00-11:30 am  
Golisano 301



Constructing Assessment Plans  
Thursday, August 4th  
10:00-11:30 am  
Golisano 301



Defining Operational Outcomes  
Wednesday, August 3rd  
10:00-11:30 am  
Golisano 301



Setting Targets & Using Metrics  
Friday, August 5th  
10:00-11:30 am  
Golisano 301



Assessment Plan Writing/Feedback Session  
Set aside some time to write your assessment plan, get feedback, ask questions, etc.  
Friday, August 5th  
1:00-3:00 pm - Golisano 301



Unable to attend a session?

Materials will be available on the Assessment Website after August 1st

# REFERENCES

- Banta, T.W., Lund, J.P., Black K.E., Oblander, F.W. (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass
- Knapp, M.S., Swinnerton, J.A., Copland, M.A., Monpas-Huber, J. (2006). *Data informed leadership in education*. Retrieved from: <http://depts.washington.edu/ctpmail/PDFs/DataInformed-Nov1.pdf>
- Maki, P.L. (2010). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling, VA: Stylus.
- Suskie, L. (2006). "Good assessment?" (located on the UB Assessment Day Website, retrieved from IUPUI's website)
- Suskie, L. (2009). *Assessing student learning: A common sense guide*. San Francisco: Jossey-Bass

