We offer a comprehensive, coordinated and centralized approach to assessment.

**Compliance Assist**
- Planning
- Accreditation
- Program Review
- Faculty Credentials

**Baseline**
The Premier Platform for Assessment

**CollegiateLink**
Centralize, Organize and Increase Student Involvement

**Course Evaluations**
Focus on Teaching and Learning
A partnership...
Your assessment team...

Victoria Livingston  
Assistant Director,  
Assessment Programs

Dan Cave  
Senior Coordinator for  
Campus Support

Support: Weekdays 8 am – 8 pm EST, 716.270.0000
Today’s Agenda: Leading Assessment Efforts

- Build capacity
- Prepare and plan thoughtfully
- Utilize best practices
- Streamline/ Coordinate
- Collect meaningful, multidimensional data
- Quickly access and act on data
- Share results
Build Capacity
Professional Development

- Reserve room for group participation in Campus Labs webinar
- Add a 30-minute debrief/discussion period
- Publicize Campus Labs webinars for individual participation
- Request transcripts from Campus Labs
- Develop a curriculum or certificate program
- Provide supplemental training opportunities on campus
- Use professional competency frameworks

Pick a method that works for your unique culture
Prepare and plan thoughtfully
Focus on the assessment cycle

Foundational Documents (mission, goals, strategic plan)

Establish Criteria for Success (outcomes or targets)

Provide Programs and Services

Determine Effectiveness

Use results for Improvement

Collect data

Provide experiences (programs, services, activities, classes, etc.)

Establish Criteria for Success (outcomes or targets)

Provide Programs and Services

Foundational Documents (mission, goals, strategic plan)

Determine Effectiveness

Require connection of assessment to goals/outcomes
Importance of Foundational Documents

- To ensure you are providing intentional programming
- As a starting point for learning outcome statements
- To guide assessment
- As basis for key performance indicator
- As report framework
Your consultant can...

- Join Assessment Committee meetings
- Review assessment plans to provide recommendations and point to Campus Labs resources
- Guide you in the use of outcome frameworks or dashboards
- Help set expectations and processes for assessment activity
- Review assessment calendars and provide reminders
- Point out opportunities for cross-unit collaborations
- Share best practices
- Give advice about how to overcome obstacles and provide good leadership
- Facilitate customized remote presentations at meetings or retreats
- Review or help draft assessment instruments
### Project Calendar

**Cycle assessments over a multi-year calendar**

- **Review the calendar at regular meetings**
Utilize best practices
Community Resources
<table>
<thead>
<tr>
<th>Title</th>
<th>Institution</th>
<th>Description</th>
<th>Date Shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are You A Global Leader?</td>
<td>California State University Fullerton</td>
<td>This is an assessment of the Are You A Global Leader workshop administered as part of the Student Leadership Institute, Global Leader Certificate. Learning outcomes are measured.</td>
<td>9/14/2011</td>
</tr>
<tr>
<td>Becoming a Global Communicator</td>
<td>California State University Fullerton</td>
<td>This is an assessment of the &quot;Becoming a Global Communicator&quot; workshop administered as part of the Student Leadership Institute, Global Leader Certificate. Learning outcomes for the workshop are measured for the workshop.</td>
<td>9/14/2011</td>
</tr>
<tr>
<td>Internship Survey</td>
<td>Binghamton University</td>
<td>This instrument serves as an inventory for students completing summer internships. It collects information about the internship, skills they gained, and their overall experience.</td>
<td>9/13/2011</td>
</tr>
<tr>
<td>Campus Recreation Services Non-User Assessment</td>
<td>University of Maryland</td>
<td>This survey asked Campus Recreation Services non-users how they typically spent their free time, and what barriers they encounter...</td>
<td>9/7/2011</td>
</tr>
<tr>
<td>Leadership Guide Fall Program Evaluation</td>
<td>The University of Tennessee</td>
<td>Assesses student participation in a Leadership Guide Program with learning outcomes based on the specific type of program they attended (leadership styles/self-awareness, values identification, communication/team building, diversity/cultural sensitivity/civility, stress management/time management/study skills).</td>
<td>9/6/2011</td>
</tr>
</tbody>
</table>
Learn more about potential assessments in your department’s area.
### Shared Projects

<table>
<thead>
<tr>
<th>Title</th>
<th>Institution</th>
<th>Description</th>
<th>Date Shared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship Survey</td>
<td>Binghamton University</td>
<td>This instrument serves as an inventory for students completing summer internships. It collects information about the internship, skills they gained, and their overall experience.</td>
<td>9/13/2011</td>
</tr>
<tr>
<td>Career Consultant Survey 2011</td>
<td>The University of Georgia</td>
<td>This assessment gauges student use and experience during career counseling meetings with a Career Consultant. Study also asked students to indicate major, but question removed from shared project due ...</td>
<td>8/4/2011</td>
</tr>
<tr>
<td>Internship Resume Rubric</td>
<td>UTB TSC</td>
<td>This rubric was used to evaluate resumes. The dimensions include: content, phrasing, format, visual appeal, and spelling/grammar.</td>
<td>8/2/2011</td>
</tr>
<tr>
<td>Student Interview Competencies</td>
<td>University of Michigan</td>
<td>We developed the student interview rubric for our peer advisors to use when conducting a Mock Interview. We found the rubric to be helpful for the peer advisors in giving specific interview feed...</td>
<td>7/19/2011</td>
</tr>
<tr>
<td>Seton Hall University Career Center Survey of 2011 Baccalaureate Graduates</td>
<td>Seton Hall University</td>
<td>This annual survey is administered early May at cap-and-gown pickup. The response rate for this survey averages between seventy to eighty percent. The survey obtains career status...</td>
<td>7/13/2011</td>
</tr>
<tr>
<td>Spring 2011 Career Center Comprehensive Learning Outcomes Survey</td>
<td>California State University Fullerton</td>
<td>Second year of using learning outcomes survey with the addition of open ended learning outcomes question. Documents 27 learning outcomes in five career service areas, including representative open end...</td>
<td>5/19/2011</td>
</tr>
<tr>
<td>Career Fair Professional Skills Survey - Employers</td>
<td>University of Wisconsin Oshkosh</td>
<td>This survey asks employers who participate in a career fair on campus to assess the skills of students attending the fair. The employers' assessment of student skill level is...</td>
<td>3/31/2011</td>
</tr>
</tbody>
</table>
2011 Internship Survey

This instrument serves as an inventory for students completing summer internships. It collects information about the internship, skills they gained, and their overall experience.

### Categories
- Satisfaction/Quality
- Tracking/Usage
- Student assessment

### Resource Centers
- Career Services

### Export to Word

Please provide your name:

Please provide your e-mail address:

What is your primary school?
- Harpur College of Arts and Sciences
- School of Management
- College of Community and Public Affairs (CCPA)
- Watson School of Engineering and Applied Science
- Decker School of Nursing
- School of Education

What is your class year?
- Freshman
- Sophomore
- Junior
- Senior
- Master's
- Ph.D.

Other (please specify):

What is your major? (You may select up to two)
- Africana Studies
- Other
Streamline and coordinate
Help staff overcome on-campus barriers and “red tape”
Coordination

• How do I get my staff logins?
  – Attendance at Intro Webinar

• Additional Assistance
Collect meaningful, multidimensional data
Surveys & Quizzes
Focus Groups & Interviews
Rubrics
Existing data

Methods

Use your Consultant for all types of assessment design
Surveys & Quizzes

Mobile data collection

Online data collection

Replace web-based exit surveys with mobile surveys

Change your finish page for special events/notices
A Partnership…

with Participating Professional Partners…

NACAC
National Orientation Directors Association

NIRSA

ACUI

ASCA
Association for Student Conduct Administration

acuho-i

afa

NACE
10 Studies to Choose From:

- Profile of the College Student Experience*
- Student Conduct*
- Campus Activities*
- Residence Life
- Student Union and Programming
- Fraternity and Sorority Life Impact Study
- Career Services
- Campus Recreation
- Orientation and New Student Programs
- Mental Health and Counseling

www.naspaconsortium.org

*Featured studies 2011-2012
Data Uploads

Paper assessments

Previously Collected Data

Upload data that others would benefit from using
# Rubrics

## Critical Thinking Rubric

<table>
<thead>
<tr>
<th></th>
<th>1 - Beginner</th>
<th>2 - Developing</th>
<th>3 - Accomplished</th>
<th>4 - Advanced</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic selection</strong></td>
<td>Identifies a topic that is far too general and wide-ranging as to be manageable and doable.</td>
<td>Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.</td>
<td>Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.</td>
<td>Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.</td>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Existing Knowledge, Research, and/or Views</strong></td>
<td>Presents information from irrelevant sources representing limited points of view/approaches.</td>
<td>Presents information from relevant sources representing limited points of view/approaches.</td>
<td>Presents in-depth information from relevant sources representing various points of view/approaches.</td>
<td>Synthesizes in-depth information from relevant sources representing various points of view/approaches.</td>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Analysis</strong></td>
<td>Lists evidence, but it is not organized and/or unrelated to focus.</td>
<td>Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to focus.</td>
<td>Organizes evidence to reveal important patterns, differences, or similarities related to focus.</td>
<td>Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.</td>
<td><strong>Comments</strong></td>
</tr>
<tr>
<td><strong>Conclusions</strong></td>
<td>States an ambiguous, illogical, or unsupported conclusion from inquiry findings.</td>
<td>States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.</td>
<td>States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.</td>
<td>States a conclusion that is a logical extrapolation from the inquiry findings.</td>
<td><strong>Comments</strong></td>
</tr>
</tbody>
</table>

Total:

Learn more about rubrics as a direct measure of learning by attending our webinar.
Quickly access and act on data
Campus Labs Announcement

Your consulting and support team is expanding!

We’d introduce you to some new names and faces, and explain a bit more about how we are growing and adjusting to better accommodate the evolving needs of Member Campuses like yours. Read more here.

Fall 2011 Webinars Posted

Over 75 assessment webinar offerings have been posted to the Fall schedule! Read more here. Sign up at www.studentvoice.com/training or click on Help and then Webinars.

Quick Links

- Request a Project
- Full Project List
- Project Calendar

Project Links

<table>
<thead>
<tr>
<th>Requested</th>
<th>Pending</th>
<th>Active</th>
<th>Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Department</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Greek Assessment</td>
<td>Student Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living Learning Community Pre-test</td>
<td>Student Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Experience Survey</td>
<td>Student Affairs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Development Outcomes Study</td>
<td>Leadership Development and Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Question Types Project</td>
<td>Student Activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

System Status

<table>
<thead>
<tr>
<th>Name</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Currently Active Projects</td>
<td>23</td>
</tr>
</tbody>
</table>
Centralized location for assessment

Make time to login and familiarize yourself with your department’s assessment projects

<table>
<thead>
<tr>
<th>Title</th>
<th>Status</th>
<th>Type</th>
<th>Department</th>
<th>Active Date Range</th>
<th>Last Response</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation 2010: Life's Too Short to be Ordinary... Become Extraordinary!</td>
<td>Completed</td>
<td>Web</td>
<td>First-Year Experience (FYE)</td>
<td>7/12/2010 - 8/10/2010</td>
<td>8/10/2010 9:52:54 AM</td>
<td>156</td>
</tr>
<tr>
<td>Life's Too Short to be Ordinary...Become Extraordinary! Parent Evaluation</td>
<td>Completed</td>
<td>Web</td>
<td>First-Year Experience (FYE)</td>
<td>7/9/2010 - 8/1/2010</td>
<td>8/1/2010 2:40:20 PM</td>
<td>89</td>
</tr>
<tr>
<td>Campus Transportation</td>
<td>Completed</td>
<td>Web</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leadership Survey</td>
<td>Completed</td>
<td>Web</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Q2. Since becoming involved in a leadership role during this academic year: - I have become more active in the university community.
### Exporting data

**Q1.** Since becoming involved in a leadership role during this academic year: - I have become a mentor for another student.

<table>
<thead>
<tr>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>14.23%</td>
</tr>
<tr>
<td>75</td>
<td>26.69%</td>
</tr>
<tr>
<td>94</td>
<td>33.45%</td>
</tr>
<tr>
<td>54</td>
<td>19.22%</td>
</tr>
<tr>
<td>18</td>
<td>6.41%</td>
</tr>
<tr>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

281 Respondents

<table>
<thead>
<tr>
<th>Top 2</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>14.23%</td>
<td></td>
</tr>
<tr>
<td>75</td>
<td>26.69%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bottom 2</th>
<th>Count</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>94</td>
<td>33.45%</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td>19.22%</td>
<td></td>
</tr>
</tbody>
</table>

**Q2.** Since becoming involved in a leadership role during this academic year: - I have become more active in the university community.

**Q2.** Since becoming involved in a leadership role during this academic year: - I have become more active in the university community.

- 49.46%
- 40.72%
- 17.38%
Comparison reports

Please indicate your level of agreement with the following statements: I am aware of the benefits of conducting informational interviews in industries of interest.

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>Difference</th>
<th>Std Dev</th>
<th>N</th>
<th>Top 2</th>
<th>Bottom 2</th>
<th>Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Average</strong></td>
<td>3.46</td>
<td>...</td>
<td>1.00</td>
<td>368</td>
<td>55.99%</td>
<td>20.11%</td>
<td></td>
</tr>
<tr>
<td>Assessment Fall 2008</td>
<td>3.49</td>
<td>-0.02</td>
<td>0.99</td>
<td>140</td>
<td>57.14%</td>
<td>20.00%</td>
<td></td>
</tr>
<tr>
<td>Assessment Spring 2009</td>
<td>3.68</td>
<td>-0.22*</td>
<td>0.92</td>
<td>128</td>
<td>62.50%</td>
<td>11.72%</td>
<td></td>
</tr>
<tr>
<td>Assessment Fall 2009</td>
<td>3.16</td>
<td>0.30*</td>
<td>1.04</td>
<td>100</td>
<td>46.00%</td>
<td>31.00%</td>
<td></td>
</tr>
</tbody>
</table>

* Indicates statistical significance, p<.05

<table>
<thead>
<tr>
<th></th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree not disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Total Respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall Average</strong></td>
<td>12.77%</td>
<td>43.21%</td>
<td>23.91%</td>
<td>17.93%</td>
<td>2.17%</td>
<td>368</td>
</tr>
<tr>
<td>Assessment Fall 2008</td>
<td>12.86%</td>
<td>44.29%</td>
<td>22.86%</td>
<td>18.57%</td>
<td>1.43%</td>
<td>140</td>
</tr>
<tr>
<td>Assessment Spring 2009</td>
<td>17.97%</td>
<td>44.53%</td>
<td>25.78%</td>
<td>10.94%</td>
<td>0.78%</td>
<td>128</td>
</tr>
<tr>
<td>Assessment Fall 2009</td>
<td>6.00%</td>
<td>40.00%</td>
<td>23.00%</td>
<td>26.00%</td>
<td>5.00%</td>
<td>100</td>
</tr>
</tbody>
</table>

Point out areas in which you want to mark improvements so staff can design assessments accordingly.
Share results
Project dashboard

Leadership Development Outcomes Study

Status: Completed
Date Created: 4/11/2007 6:52:06 AM
Build Date: 12/29/2010 12:25:11 PM
Active Date Range: 1/1/2007 12:00:00 AM - 1/31/2011 11:59:00 PM
Department: Leadership Development and Programs

Results

Total Respondents: 571
Email Response Rate: 37.25%
Total Complete: 472
Percent Complete: 82.66%
Last Response Date: 5/31/2007 9:33:12 PM

Respondents Over Time

- Methodology
  - Questions were developed by the Student Affairs Assessment Committee during 2007.
  - Questions were pilot tested in late fall 2007 with a group of 15 student leaders.
  - Survey was administered during spring 2008

- Results/Findings
  - 68% of respondents indicate that their participation in leadership programming has resulted in gains in knowledge or new skills that will help them after graduation.
  - 40% of respondents indicate they have become a mentor for others.
  - 71% of respondents have become more active in the campus community.

- Actions Taken
  - Findings will be compiled and linked with findings from focus groups conducted in fall 2008.
  - Leadership programming staff are investigating the option of offering a leadership minor in 2010-2011.

Saved Views

<table>
<thead>
<tr>
<th>Saved Views</th>
<th>Date Created</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Results</td>
<td>8/11/2010 9:58:02 AM</td>
</tr>
<tr>
<td>Test Report</td>
<td>4/21/2010 1:50:06 PM</td>
</tr>
<tr>
<td>Females in Leadership Roles</td>
<td>1/6/2010 3:23:35 PM</td>
</tr>
<tr>
<td>Leadership among Female Students</td>
<td>12/28/2009 4:31:40 PM</td>
</tr>
</tbody>
</table>

Require staff to fill out “Actions Taken” section
Key performance indicators

Institution

First Year Retention Rate
- Goal: 85%
- 09-10: 87%

Annual Alumni Giving (In millions)
- Goal: 145
- 09-10: 150

Doctorates Awarded
- Number of doctorate degrees awarded during the 2009-2010 academic year: 105

Academic Affairs

Electronic Mediated Instruction
- Number of courses utilizing electronic mediated instruction: 375
- Percent change since 2008-2009: 5.6%

Number of Blended Courses
- Goal: 250
- 2009-2010: 278

Service Learning Courses
- Goal: 135
- 2009-2010: 115

Student Affairs

Student Experience

Student Satisfaction
- Student Satisfaction: 3.9
- Very satisfied: 3.5

2008-2009 Student Participation
- The number of students who participated in programs or activities sponsored by the Division of Student Affairs: 10453

Learn more about KPIs: Ask your Consultant to do a custom webinar for your leadership team
Techniques to “Close the Loop”

- Retreat
- PR campaign
- Assessment Awards
- Roadshows
- Short report template
- “Yearbook” annual report
- Website
- Periodic emails to staff

Pick one small strategy to start a culture of sharing results
Next steps
Campus Labs features and support

- Unlimited use of features and support
- Consultation from an assessment team
- Technical support weekdays 8 am – 8 pm Eastern
- Training and professional development webinars
- Access to assessment resources and template projects
- Open participation in all benchmarking studies
- Central location for all assessments with customized access
- Survey data collection (web, mobile)
- Rubrics
- Upload existing data
- Online reporting tools
- Key performance indicators
Recommended Next Steps

- Intro Webinar for first batch of users
- Build Capacity
  - Staff Aptitude and Attitude Regarding Assessment
- Determine where to start...
  - [www.naspaconsortium.org](http://www.naspaconsortium.org)
  - Browse Community site
- Mobile Devices
- Develop an assessment plan
- Select at least one strategy to “close the loop”
- What else?
Questions?

Victoria Livingston
Assistant Director, Assessment Programs
vlivingston@campuslabs.com
716.270.0000