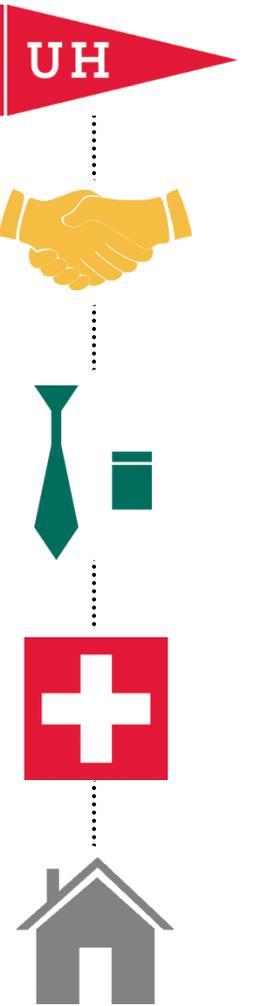


Transforming Assessment

Where to start & what to assess

Douglas Eck - *Assistant Dean of Students*

Pamelyn Klepal Shefman, PhD - *Director of Assessment and Planning*



Session Objectives

- To understand perceptions as a basis (and need) for assessment work
- How assessment results can best-impact practice
- To develop an understanding of culturally inclusive assessment practices

Getting Back to Basics

- **2014-2017**

- Processes (Conduct)
- Student learning
- Utilization/trends
- Student awareness
- Professional competencies

- **2017-2018**

- Perceptions of office
- Foundational knowledge and awareness
- Establishing benchmarks for improvement and growth
- Engagement with “customers”

A Foundational Assessment Plan

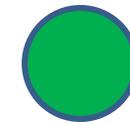
- Through participating in a DOS program or service, students will articulate their perceptions of DOS functions and their level of motivation for engaging program/service.
 - Identify barriers and perceptions; where is there room for improvement/messaging?
 - Pre-appointment survey (intake)
- At least ten percent of users/followers will engage (Twitter: "engagements", Facebook: "Reactions, Comments & Shares") with social media posts that will be posted at least once a week to each platform.
 - Audience measurement (action vs. engagement); platform purpose
 - Analytics by Facebook and Twitter

A Foundational Assessment Plan

- Achieve at least a "satisfactory" rating in Customer Service surveys throughout the spring 2018 semester.
 - Identify barriers and perceptions; staff engagement & areas for training
 - Spring survey

Based on your knowledge of the Dean of Students office, please select areas that you believe the Dean of Students office handles (select all that apply):

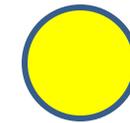
Count	Respondent %	Response %	
105	48.17%	10.12%	Dean's list
41	18.81%	3.95%	Emergency loan processing
22	10.09%	2.12%	Financial Aid processing
92	42.20%	8.86%	Academic grievances
97	44.50%	9.34%	Complaints against faculty/staff members
110	50.46%	10.60%	Sexual misconduct complaints & reports
151	69.27%	14.55%	Student conduct/discipline
27	12.39%	2.60%	Commuter Student Services
24	11.01%	2.31%	Parking issues
61	27.98%	5.88%	Student Advocacy Services
24	11.01%	2.31%	Grade changes
28	12.84%	2.70%	Residency Verification / Status appeal
109	50.00%	10.50%	Student problem resolution
23	10.55%	2.22%	Orientation
15	6.88%	1.45%	Family weekend
29	13.30%	2.79%	Parent relations
20	9.17%	1.93%	Event registration
24	11.01%	2.31%	Housing issues
15	6.88%	1.45%	Adding/dropping courses



Correctly identified service/function



Incorrectly identified service/function



Troubling response rate

Prior to coming to the Dean of Students office, what was your perception of the office?
(Please rate your level of agreement with the following questions):

The office gets people in trouble

Count	Percent	
65	29.82%	Strongly Disagree
25	11.47%	Somewhat disagree
91	41.74%	Neutral / Don't know
21	9.63%	Somewhat agree
16	7.34%	Strongly Agree

58.7%

Social Media Metrics

Twitter

-  • Important University Notices (Closures, Campus concerns, Harvey, etc.)
-  • Student pride (Acknowledging sports success, achievements, etc.)
-  • Campus events (Building celebrations, speakers, related programs)
-  • Re-tweeting campus events/office announcements

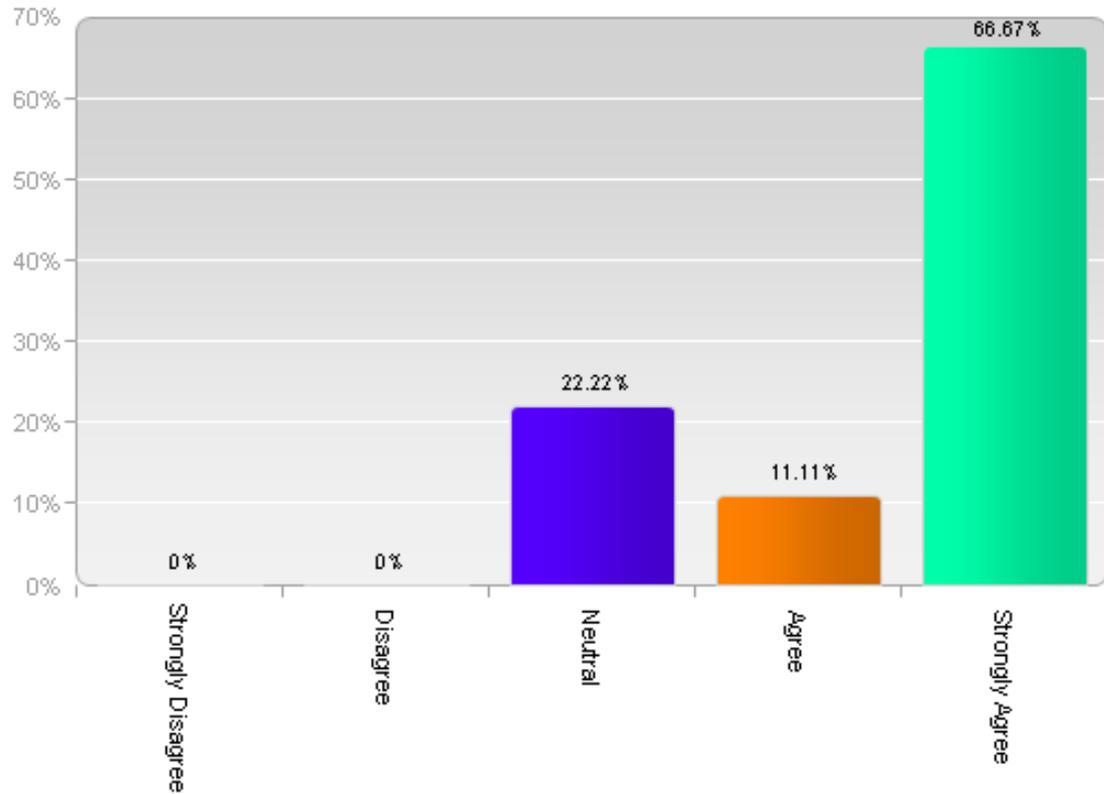
Social Media Metrics

Facebook

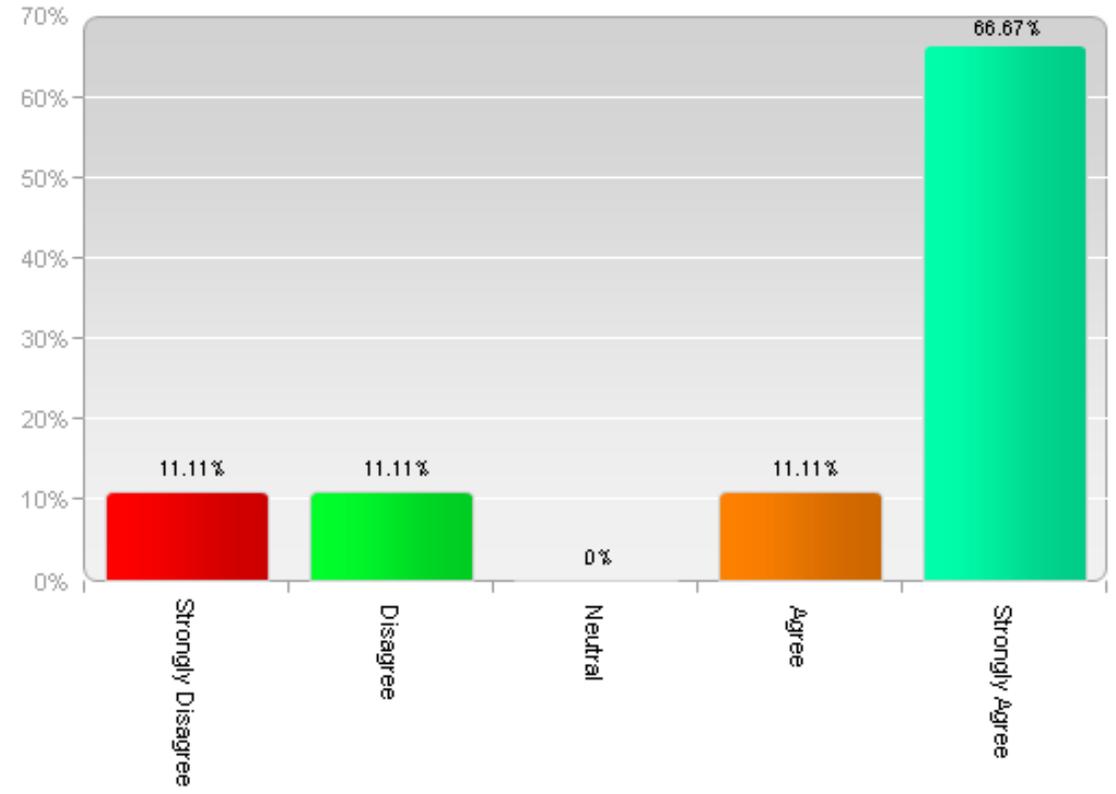
-  • Important University Notices (Closures, Campus concerns, Harvey, etc.)
-  • Student Recognition (Dean's Award, student stories, etc.)
-  • DOS Office information/news (Website, new programs, ancillary program announcements, etc.)
-  • University Acknowledgements/Support (i.e. sport teams, UH achievements, etc.)

Customer Service

Q2. Please rate your interactions with the staff member you identified above on the following: -
The staff member was courteous



Q5. Please rate your interactions with the staff member you identified above on the following: -
The staff member provided the support or help I needed





But...

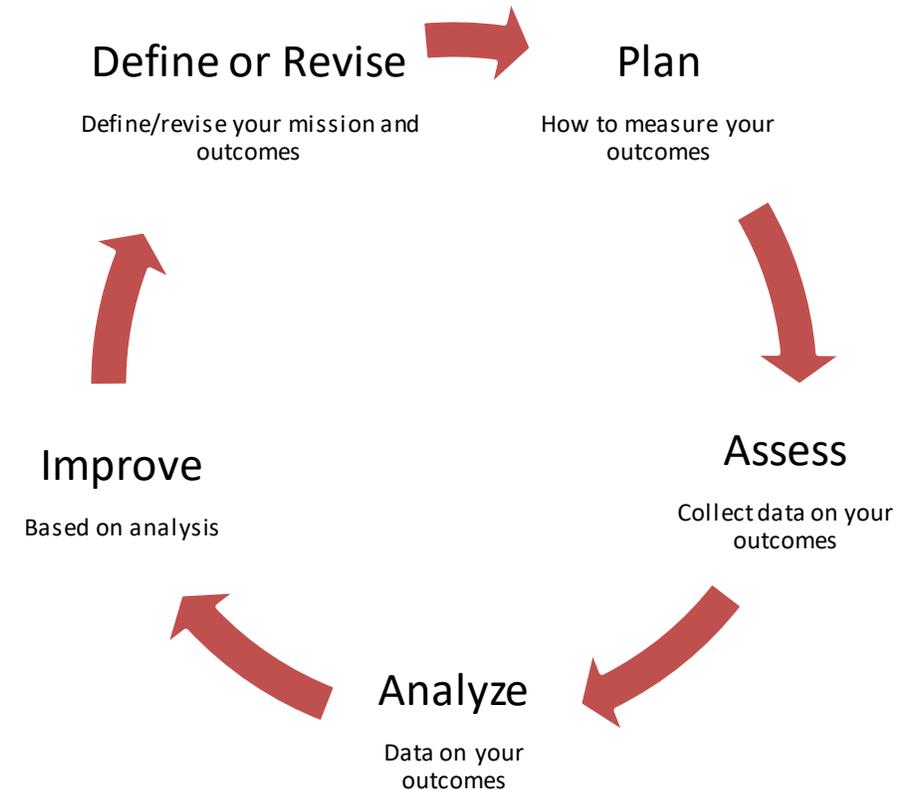
HOW DO WE KNOW THIS DATA IS REFLECTIVE OF OUR STUDENTS?

Social Justice and Assessment

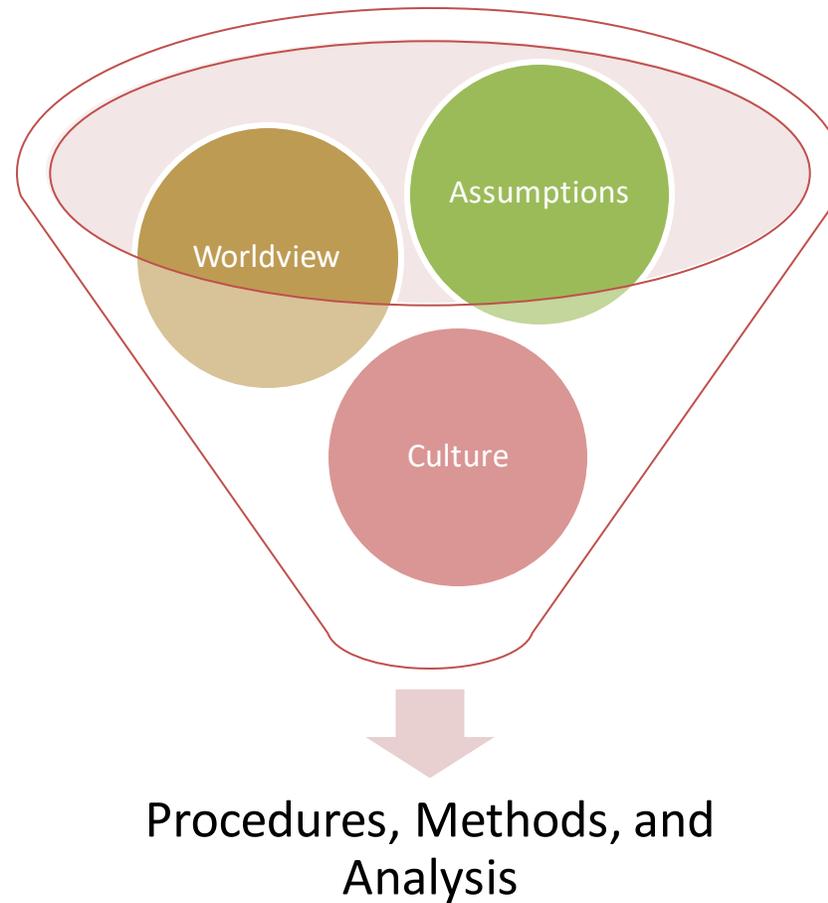
- Worldview approach of how we create knowledge
 - Positivist: there is one, universal Truth
 - Interpretivist: there are multiple truths as people interpret reality different
 - Constructivist: there are multiple truths as reality is socially constructed based on individual or collective interpretations
 - Critical theory approach: there are multiple truths as systems of power and oppression impact the interpretation of reality
- How does our worldview overlap with what we asses?

Cultural Bias and Culturally Responsive Assessment

- How do you frame and know culture?
- How does culture impact assessment?
- How does this create bias?



Practical Applications of Culturally Responsive and Critical Assessment



Questions

Answers