Assessment 101 Draft Project
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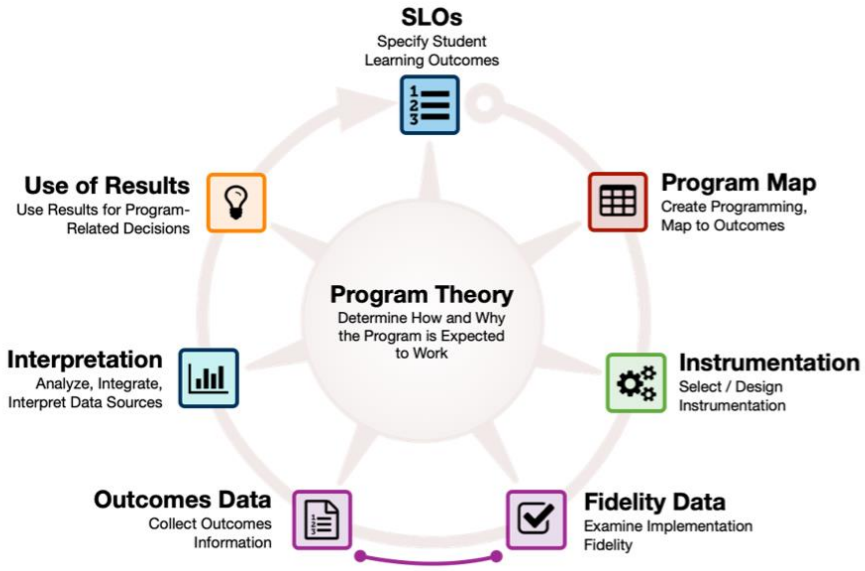


JMU CARS Assessment Cycle

Foundational Information:

1) Name of the Program:
University Unions Student Employee Professional Development (SE-PD)

2) Description of the Program:
The program is designed to foster collaboration and teamwork among student staff while contributing to the student's holistic experience by providing professional development opportunities. Student employees will have four opportunities through-out the academic year to be introduced to theories that can contribute to their sense of belonging and post-graduation career goals.

3) Mission:
Enrich lives by providing inclusive and inspiring experiences.

Day 1: Writing Learning Objectives

- List the student learning objective(s) for your program. If there are none, write one that reflects the learning you would like to see as a result of the program.
- At what level of Bloom's (or other taxonomy if appropriate) are each of the learning objectives?
- Provide a revised list of student learning objectives for your program, if applicable, based upon your review.
- Who are other stakeholders (e.g., others in your program or department) who should offer input on any revisions?

Resources:

SLO Anatomy:
As a result of participating in (*program or experience*), students should be able to (*precise learning verb*) + (*defined by explicit and observable terms*).

Bloom's Verbs

Behavior: Bloom's Taxonomy

Less complex ↓ More complex

Bloom's Level	Verbs
1. Knowledge	match, recognize, select, compute, define, label, name, describe
2. Comprehension	restate, elaborate, identify, explain, paraphrase, summarize
3. Application	give examples, apply, solve problems using, predict, demonstrate
4. Analysis	outline, draw a diagram, illustrate, discriminate, subdivide
5. Synthesis	compare, contrast, organize, generate, design, formulate
6. Evaluation	support, interpret, criticize, judge, critique, appraise

Learning Objectives: Connected to Student Affairs Learning Aims

a. As a result of participating in student employee professional development program, students will report a sense of belonging in the JMU community.

b. As a result of participating in student employee professional development, students will achieve their post-graduation career goals by summarizing job responsibilities and duties to be applied to a resume.

c. As a result of participating in a tour/program of the student union, students should be able to identify physical and organizational environments of the college union that contributed to their sense of community development by providing examples of spaces that create a home like feel, enhance interaction, cultivate memories, and nurture a student-centered culture.
The Role of College Unions in Developing Students' Sense of Community (acui.org)

Revised List of Learning Objectives:

a. As a result of participating in a growth mindset facilitation, students will be able to recognize effort is a positive behavior by applying the word "yet."

Stakeholders: Professional staff within the department that supervise student employees, seasoned student employees, colleagues that work closely with student employees, department head.

Day 2: Program Theory & Logic Models

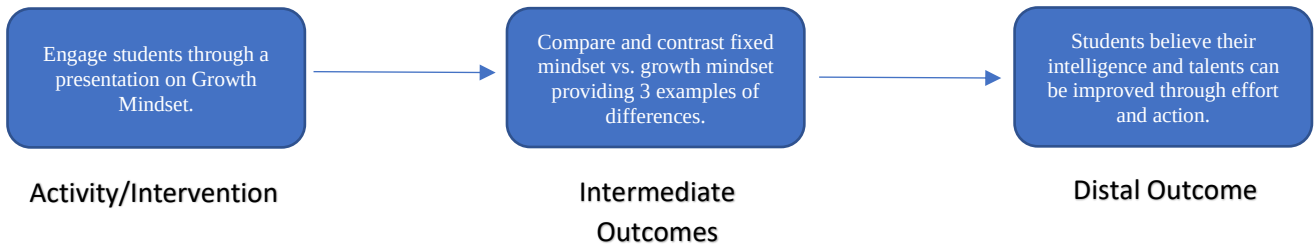
- If you have more than one student learning objective, select one to focus **on from this point onward.**
- *Begin* a logic model for the objective you selected – this will involve considerations, such as whether the objective is a proximal or distal outcome (if distal, what is the proximal outcome? If proximal, what is a distal outcome?), the program theory that supports both the type of activity/programming offered, and the mode of activity/programming offered. *Building a logic model takes extensive time and thought but will be well worth the effort when interpreting your assessment results at later steps of the assessment cycle. This portion of the project will help you lay the groundwork for further building out of your logic model and assessment plan.*

SLO: As a result of participating in a fixed mindset vs. growth mindset facilitation, students will be able to recognize effort is a positive behavior.

Program Theory:

1) **Student Employee Development in Student Affairs:** Employment within student affairs divisions offers environments in which students can apply the knowledge they have gained, as well as acquire new competencies, helping them to build solid foundations for their futures. Researchers used an online survey to assess the outcomes associated with parttime student employment within the student affairs division at a large Midwest university. Results show duration of employment, rank, sense of community, civic engagement, and cultural awareness to be strong predictors of student development in preparation for their futures. EJ1062816.pdf (ed.gov)
2) **Applying Theory to Student Employees:** If you teach these life skills to the students whom you employ, they will become more effective in their work. The life skills are designed to increase the competence of individuals in a variety of life situations. With their development, students become more valuable employees. They will make better decisions, relate better to people, communicate more clearly, follow through on tasks, and be able to analyze possible options in crises. Students will also have more success in their lives which leads them to achieve Chickering's Dimensions of Human Development. Microsoft Word - Student development- Applying theory to student employees (kathleenallen.net)
3) **Impacting Growth Mindsets in Student Employment**
   Importance of a growth mindset for employability and how leadership educators and supervisors can assist students' development in this area. The ability to have a growth mindset ensures that students see an opportunity in setbacks and their own growth and development.
   https://onlinelibrary.wiley.com/doi/full/10.1002/yd.20333

Logic Model: Simple



Day 3: Selecting or Designing Measures

- Using the student learning objective for which you began the logic model, how will you measure student learning associated with that objective?
- What type of measure best aligns with your student learning objective– selected response, attitudinal/non-cognitive, performance assessment?
- Is an existing measure best suited to your needs, or will you create a measure?
- If you currently are using a measure, conduct a backwards translation.
- If you do not have a measure in place, but are exploring possible measures, evaluate alignment by conducting a backwards translation.
- If you are developing a measure, describe what that might look like?
- Are you using both direct and indirect measures of the objective?
- Describe the measure(s). If you are using an existing measure, provide the citations for those measures (e.g., published scale development or validity manuscript)
- To locate an appropriate assessment tool for your 101 project, use the following resource, the *Repositories of Pre-Existing Measures*. This resource categorizes different repositories of measures into three tiers based on their utility (i.e., the breadth and depth of the information they provide about each measure). To help you navigate this resource, we created an instructional video that will walk you through several examples of measures found in different repositories from different tiers.
    - Resource: Repositories of Pre-Existing Measures
    - Instructional Video: Navigating the Repositories of Existing Measures Resource
- Some may be thinking "What about qualitative or other ways of knowing?" If so, great observation that the above focus is primarily on quantitative measures. We would like you to explore some quantitative measures here. However, if your primary means of collecting data will be qualitative, describe it here. Perhaps you have a protocol prepared. If so, include the protocol and describe how it is aligned with your SLO.

Measures: Non-cognitive, Pre, & Post Test

The following statements are exploring students' beliefs about their personal ability to change their intelligence level. There are no right or wrong answers. We are just interested in your views. Using the scale below, please indicate the extent to which you agree or disagree with the following statements. Please bubble in only one answer for each statement, making sure to use only options 1 (Strongly Disagree) through 7 (Strongly Agree).

1	2	3	4	5	6	7
Strongly Disagree	**Disagree**	**Disagree Slightly**	**Neither Agree nor Disagree**	**Agree Slightly**	**Agree**	**Strongly Agree**

1. I believe I have the ability to change my work performance level considerably over time.
2. I can learn new things, but I don't have the ability to change my basic work performance.
3. I don't think I personally can do much to increase my work performance.
4. Regardless of my current work performance level, I think I have the capacity to change it quite a bit.
5. With enough time and effort, I think I could significantly improve my work performance level.
6. My work performance is something about me that I personally can't change very much.
7. I believe I can always substantially improve on my work performance.
8. To be honest, I don't think I can really change how I perform.

Scoring info:

fixed (fixed) 2 + 3 + 6 + 8 # items=4

growth (growth) 1 + 4 + 5 + 7 # items=4

Day 4A: Implementation Fidelity

- Describe the program(s) in which your student learning objective is taught. How/where is the student learning objective taught?
  One hour paid meeting for a total 2 hours per semester. The program will be taught by supervisors for the first year and then move toward trainer training the trainer model. The student learning objective will be taught in a large enough meeting space that supports the students. To be equitable the program will need to be offered at least 2 times on different days of the week paying attention to Tues & Thurs vs. Mon. & Wed. classes.

- What specific lectures or activities align to your objective?
  Growth Mindset vs. Fixed Mindset by

- Who leads or teaches those lectures/activities? How many people teach/lead those activities?
  Trained supervisors could individually teach to different student employee teams or conduct a one large training with one facilitator.

- What would be leader/teacher's openness to collecting implementation fidelity data?

- What would be the best mode of implementation fidelity data collection (e.g., third-party in-person observation, third-party observation of video recording, self-evaluation)?
  Self-evaluation at first, then looking at third-party in-person observation.

- Create a first draft of an implementation fidelity data collection chart.
- Consult the following article and other additional resources, provided. Figure 2 of the manuscript, below, can be consulted to create the data collection chart. Program differentiation data are an important component that you can begin to complete at this stage.
  - Finney, S. J., & Smith, K. L. (2016, January). Ignorance is not bliss: Implementation fidelity and learning improvement. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). https://www.learningoutcomesassessment.org/wp-content/uploads/2019/08/Viewpoint-FinneySmith.pdf

Implementation fidelity data collection chart:

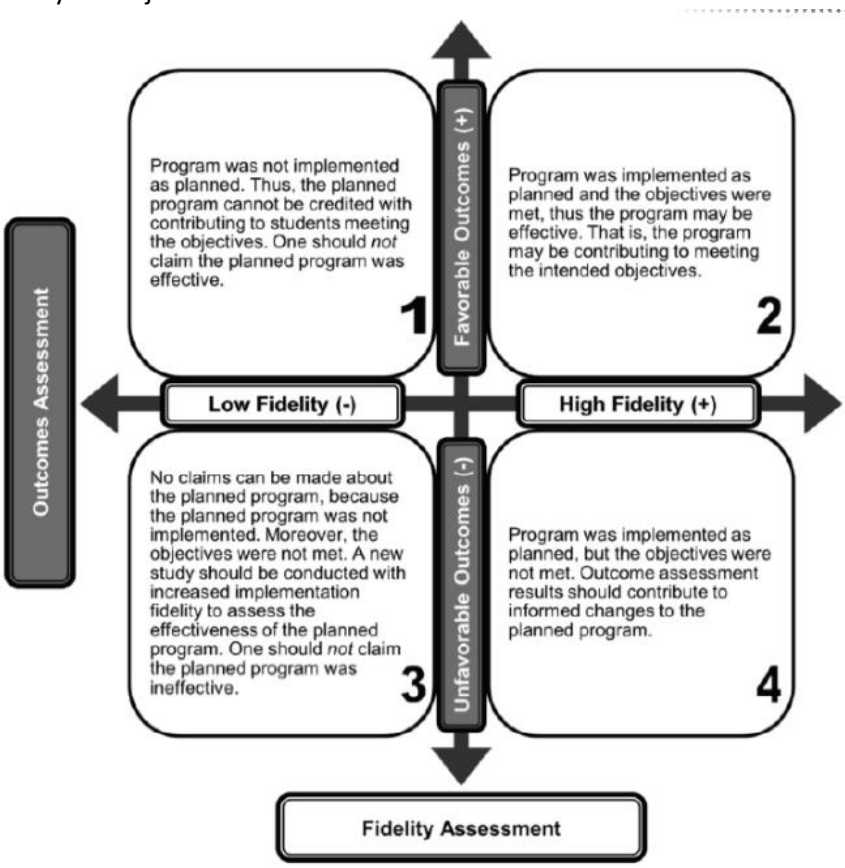
Program Differentiation	Adherence (Yes/No)	Quality (e.g., rating and text) 1 = Low (confusing) 3 = Medium 5 = High (clear)	Exposure (e.g., time, # students)	Responsiveness (e.g., observe, describe, or ask students) 1 = Low (confusing) 3 = Medium 5 = High (clear)
Fill out sign in sheet & pre-Test	Yes		5 mins	
Facilitator explains history, philosophy, & research behind G-M	Yes		15 mins	
Facilitator provides examples of G-M through group discussion	Yes		15 mins	
Group Activity (juggling) reminding students to think about G-M.	Yes	Facilitator was familiar with the activity and well-prepared.	20 mins	
Debrief & post-test	Yes		5 mins	

Day 4B: Data Collection, Design, and Methods

- Given the student learning objective that you are focusing on, what would be the ideal data collection design? For example, does the objective imply growth over time? Is there a comparison group available?
- Describe the sample of students from whom you would collect data.
- When would you collect the data?
- What modality works in your context (e.g., paper-pencil, survey software, learning management system platform, focus groups)?
- Who will collect the data? How will you store the data?
- Do you need institutional review board approval for data collection?

Day 4C: Interpreting Results

- Using the diagram, below, what are the four interpretations you anticipate could be drawn about student learning associated with your objective?



Graphic from Gerstner & Finney (2013) https://www.rpajournal.com/dev/wp-content/uploads/2013/11/SF2.pdf

Day 5A: Learning Improvement

- Continuing from Day 4 *Interpreting Results* prompt, how will you follow-up from each of the four result possibilities in the previous assignment (portrayed in the quadrant, above)? Ask yourself the "what if?" questions. For example, what if you did not have positive or expected results from your learning outcomes assessment, yet you had strong implementation of your program? How would you follow up from those findings?
- Revisit your logic model and describe what a learning improvement project might look like for your objective. For example, what if you did not find the expected results on your learning outcomes assessment, yet you had strong implementation of your program? Revisiting your logic model, what areas of the logic model might you consider, in order to plan a learning improvement project?

Day 5B: Moving Forward

- What was your biggest take-away from this project?
- What forms of professional development would you like to attain, in order to help you enact your project?

Compile the material you create for your Assessment 101 Project each day into a final report that will be submitted at the end of the workshop.

Option B - Work on a component of an assessment project

Review the project details from Option A and select the facets you will work on for your project. Paste the areas below. Please include the "Foundational information" described in Option A.

Why are you choosing to focus your project on the areas above? What is the desired product look like?

[Insert product here]

What was your biggest takeaway from this project?

What forms of professional development would you like to attain, or order to help you enact your project?

Option C – Learn about assessment, apply knowledge

For this option, you'll report on all the components of Option A, but for the following scenario:

Scenario: You work in the Center for Assessment and Research Studies (CARS) as an assessment specialist. This fall, you'll be employing a team of student workers to assist with various assessment projects on campus. You predict that in addition to being a source of income that the experience will provide learning opportunities for the students. As an assessment guru, you seek to assess the impact of being a student worker in CARS.

Option D – Other

Please outline your proposed project and resulting product with the facilitator.