


 **Assessment of the First Year Experience- Covering All the Bases**




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October 24-26, 2010

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 **Objectives for Presentation**

- (1) Identify the critical first year experiences that should be assessed,
- (2) Identify the assessments that will aptly capture these critical first year experiences,
- (3) Develop a framework in which the assessment data will be analyzed,
- (4) Explore the implications of both the improvement of the first year experience and subsequently student success, and
- (5) Introduce a multi-dimensional model that enables assessment professionals to ensure that all that should be considered is assessed.

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What this Presentation is NOT

Creative methods to assess the First Year Experience

Innovative use of existing technology or adaption of new faculty

New ways to engage faculty & staff



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Admittedly,

This Presentation
is Just Plain
Boring!




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Background


- ❑ Penn State Berks is a college campus of the Pennsylvania State University (PSU) system
- ❑ 2800 students
 - 926 New Baccalaureate in fall 2008
 - 741 New Baccalaureate in fall 2009
- ❑ SAT-Critical Reading + SAT-Quantitative hovers around +/- 1000
- ❑ 30% of students are in residence halls
- ❑ Almost all are full-time
- ❑ Require First Year Seminar (FYS) for all first time students



YouTube Video: <http://www.youtube.com/watch?v=DaMX-QmdSE0>

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Background

- ❑ By Spring 2009, University required all campuses (19) to have a First Year Experience (FYE) plan in place
- ❑ Must address PSU goals for FYE (set in stone)

- **Goal 1:** to engage students in learning and orient them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in their chosen majors, and
- **Goal 2:** to facilitate students' adjustment to the high expectations, demanding workload, increased liberties, and other aspects of the transition to college life.
 - **Objective 1:** to introduce students to University study
 - **Objective 2:** to introduce students to Penn State as an academic community, including fields of study and areas of interest available to students
 - **Objective 3:** to acquaint students with the learning tools and resources available
 - **Objective 4:** to provide an opportunity for students to develop relationships with full-time faculty and other students in an academic area of interest to them
 - **Objective 5:** to introduce students to their responsibilities as part of the University community.

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Background


Assessment of First Year Engagement Plan

Semester	Assessment Activity	When Administered	Who is Responsible?	Cohort	Purpose
Spring 2008	NSSE Survey	Feb 08-Apr 08	SR PRA*	First Year/Seniors	Baseline
Summer 2009	Survey of FTCAP, Survey Student Orientation Experience	Last week in June, July, 3 rd week in August	SR PRA, DR AA**, AS CL***	All new incoming students	Baseline
Fall 2009	Survey of FYEP Learning Outcomes	3 rd Week, 12 th Week	FYS Coordinator, FYS Faculty, SR PRA	First Year Seminar Students	Assess student gains in outcomes between pre/post
Spring 2010	Survey of FYEP Learning Outcomes	3 rd Week, 12 th Week	FYS Coordinator, FYS Faculty, SR PRA	First Year Seminar Students	Assess student gains in outcomes between pre/post
Summer 2010	Survey of FTCAP, Survey Student Orientation Experience Make changes to FTCAP, Student Orientation, and FYS based on results of Fall 2009/Spring 2010 Surveys		AS CL, DR AA, FYS Coordinator, Associate Dean	All new incoming students	Assess improvement of FTCAP and Student Orientation Experience with regards to FYEP student outcomes
Fall 2010	Survey of FYEP Learning Outcomes	3 rd Week, 12 th Week	FYS Coordinator, FYS Faculty, SR PRA	First Year Seminar Students	Assess student gains in outcomes between pre/post
Spring 2011	NSSE Survey	Feb 11-Apr 11	SR PRA	First Year/Seniors	Ascertain gains in composite scores between 2008-2011 scores for BOTH Cohorts
	Survey of FYEP Learning Outcomes	3 rd Week, 12 th Week	FYS Coordinator, FYS Faculty, SR PRA	First Year Seminar Students	Assess student gains in outcomes between pre/post
Summer 2011	Look to see if changes to FYS improved student outcomes		FYS Coordinator, SR PRA, Associate Dean		

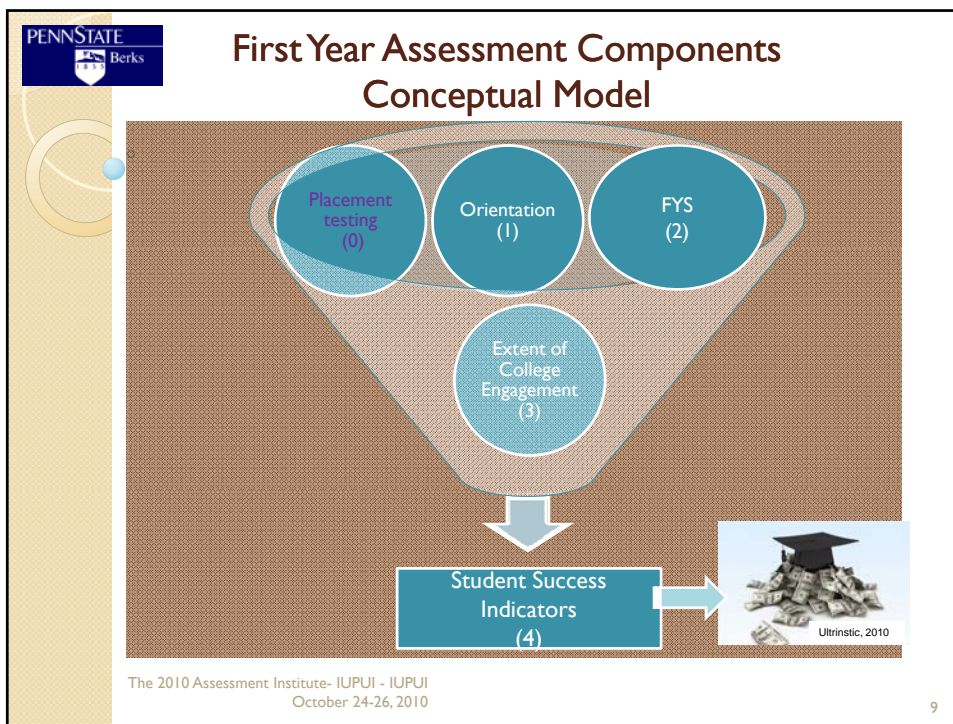
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First Year Assessment Components
- (0) Assessment of Placement Testing Experience (FTCAP),
 - (1) Assessment of the **New Student Orientation**,
 - (2) Survey of the **First Year Seminar**,
 - (3) Student **success indicators**, and
 - (4) Examination of **NSSE** results for first year students.
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FTCAP Survey

2009 FTCAP Survey¹

Students were asked to complete the 2010 FTCAP Survey during the FTCAP session they attended from June 2010 - July 2010. The following tables display the students' mean level of satisfaction compared to 2008 and 2009 survey data. The scores ranged from Very Satisfied (5) to Not Satisfied (1).

Part I - FTCAP Session Preparation Materials ²				
n	2008 Mean ³	2009 Mean ³	2010 Mean ³	% Change ⁴
Post-Career FTCAP Assessment ⁵	3.66 ⁶	3.67 ⁶	3.70 ⁶	1.1%
FTCAP Web Site ⁵	3.42 ⁶	3.47 ⁶	3.47 ⁶	1.5%
FTCAP Application Registration ⁵	3.64 ⁶	3.63 ⁶	3.62 ⁶	-0.9%
Directions to Campus ⁵	3.68 ⁶	3.70 ⁶	3.57 ⁶	-3.5%


Part II - FTCAP Session ²				
n	2008 Mean ³	2009 Mean ³	2010 Mean ³	% Change ⁴
Check-In/Registration ⁵	3.76 ⁶	3.81 ⁶	3.73 ⁶	0.27%
Welcome & Introductions ⁵	3.67 ⁶	3.70 ⁶	3.69 ⁶	0.27%
Individual Student Appointments ⁵	3.69 ⁶	3.73 ⁶	3.74 ⁶	0.54%
PSUED Services ⁵	3.61 ⁶	3.73 ⁶	3.69 ⁶	2.3%
Student Services Fair ⁵	3.54 ⁶	3.47 ⁶	3.66 ⁶	0.29%
Classroom Experiences ⁵	3.54 ⁶	3.50 ⁶	3.50 ⁶	-1.1%
Residence Hall Tour ⁵	3.49 ⁶	3.63 ⁶	3.54 ⁶	1.4%
Get to Go Outside the Classroom ⁵	3.69 ⁶	3.54 ⁶	3.41 ⁶	-3.2%
Welcome to Our Neighborhood ⁵	3.53 ⁶	3.53 ⁶	3.33 ⁶	-3.7%
University 101 ⁵	3.70 ⁶	3.66 ⁶	3.70 ⁶	-
College Meetings - Scheduling ⁵	3.71 ⁶	3.68 ⁶	3.72 ⁶	1.6%
Time between Sessions ⁵	3.41 ⁶	3.43 ⁶	3.39 ⁶	-0.8%
Length of Sessions ⁵	3.47 ⁶	3.43 ⁶	3.37 ⁶	-3.8%
Lunch ⁵	3.56 ⁶	3.53 ⁶	3.52 ⁶	-1.1%

Part III - FTCAP Service ²				
n	2008 Mean ³	2009 Mean ³	2010 Mean ³	% Change ⁴
Helpfulness of Faculty/Staff ⁵	3.69 ⁶	3.69 ⁶	3.68 ⁶	-0.34%
Faculty/Staff Ability to Answer Questions ⁵	3.64 ⁶	3.67 ⁶	3.54 ⁶	-0.24%
Computer and Library Access Across Wall/Lines ⁵	3.56 ⁶	3.49 ⁶	3.50 ⁶	-1.7%
PSUED Web Site/Lines ⁵	3.56 ⁶	3.38 ⁶	3.50 ⁶	-1.7%
Accommodations to get around Campus ⁵	3.70 ⁶	3.74 ⁶	3.74 ⁶	0.27%
Informational Hand-Outs ⁵	3.73 ⁶	3.74 ⁶	3.73 ⁶	-
Temperature of Meeting Rooms ⁵	-	-	3.63 ⁶	-
Overall Atmosphere of FTCAP Sessions ⁵	3.80 ⁶	3.80 ⁶	3.81 ⁶	0.26%

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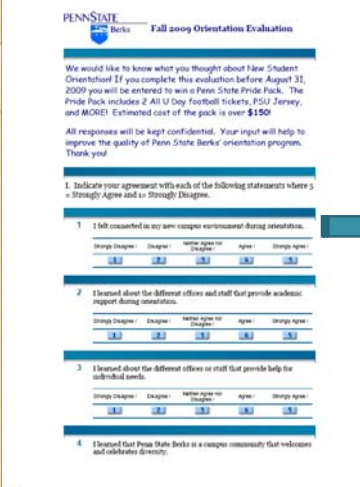
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- Ask students & parents questions about FTCAP activities
- Results VERY positive so there has been no drill-down results to:
 - Orientation,
 - FYS,
 - NSSE,
 - Student Success Indicators
- Comparison to previous FTCAP Survey administrations




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New Student Orientation Survey




- Asks questions about orientation activities
- Asks questions that connects the orientation activities to the FYE goals & objectives
- If students don't respond to "connection" questions, revamp orientation
- Working on student learning (ex. Common Reading → FYS score on Common Reading assessments)

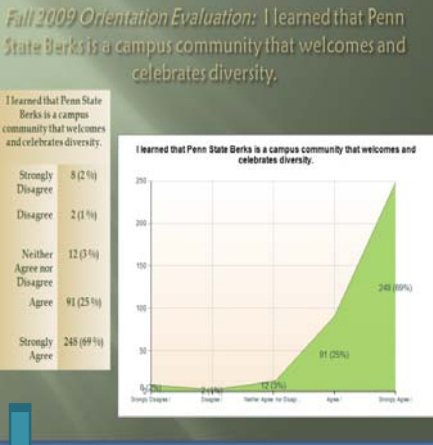
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New Student Orientation Survey






- Results focused around orientation activities

- Results focused around FYE goals

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New Student Orientation (New International Students Survey)

New-International-Student-Orientation-Survey-(Fall-2010)

Again, welcome to Penn State Berks. We hope that your experiences so far have been favorable. To ensure that international students are successful at Penn State Berks, we're asking you to complete the following short questionnaire about the New-International-Student-Orientation. If you have any questions, you can contact Karen Kihara at kk5@psu.edu or 610.396.6000. Please return the survey to Karen (Perkins, Room 13) when finished. Thank you!

Part I - Please rate the extent the following activities have been helpful with:
(regards to getting to know Penn State and College in the US in general)

Activity	Not at all	Not helpful	Neutral	Helpful	Very helpful
1. Move into the Residence Hall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Photo ID & Access Account ID	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student and Family Welcome	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Orientation Activity (Thursday Afternoon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Health & Medical Insurance Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. English as a Second Language Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Faculty Panel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Banking & Bill Payment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Tour of Campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Break & Opportunities to Talk with Other New International Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Advanced Placement & Transfer Credits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Academic Advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Residence Life & Housing & Food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Meeting with Mr. K (Friday Morning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Library Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Meeting with Advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Meeting with Economists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Other, Please Specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Part II - Please rate the extent the following people have been helpful with:
(regards to getting to know Penn State and College in the US in general)

Person	Not at all	Not helpful	Neutral	Helpful	Very helpful
19. International Mentors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Other PSU Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. International Student Speakers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Advisors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Other Staff You Have Met	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Other, Please Specify: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>


Part III - Comments

26. What were the **THREE MOST** helpful aspects of the New-International-Student-Orientation?

27. What were the **THREE LEAST** helpful aspects of the New-International-Student-Orientation?



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Pre/Post Survey of the FYS

Part I - Experiences in the First Year
The purpose of this survey is to ascertain your college "readiness." This survey asks you to indicate how often you anticipate doing the following and rate each item based on how important you think it is to your success in college on a scale from GPA on a 4-point scale.

This information is unique to the first year at Penn State Berks. All responses are confidential. Information will only be reported in aggregate form. If you have any questions or comments about this survey, contact the Planning, Research & Assessment Office, #113.364.6185

Item	Not at all	Not often	Neutral	Often	Very often
A - Classroom					
1. Come to class on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Complete assignments (including 24/7 online messages)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Complete usage reserved for class activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Be attentive in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Participating in conversations not related to class lecture/discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Make up missed assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Prepare for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Participate actively in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Understand lecture/discussion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Understand academic requirements and all general of course options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Work with students on classroom assignments outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B - Academic					
12. Be able to think critically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Be able to think analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Be able to read and write well	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Apply academic concepts to real life situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Able to problem solve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Study consistently	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Ask faculty for help OUTSIDE of Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Enroll and complete courses that are academically challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C - Personal/Social					
20. Managing resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Develop your management plan or "to-do list"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Demonstrate effective time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Respond to campus email or study material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Network with students with similar academic interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Interact with students with similar academic interests	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Interact with faculty outside of the classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Demonstrate appropriate conflict management skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Seek appropriate resources to resolve conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Participate in campus social events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Participate in student clubs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Participate in cultural events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Participate in community service projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Participate in research of a topic (PSU or otherwise)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Asks questions about the FYS activities
 - How often engage in "good behaviors"
 - How important good behaviors are
 - Behavior categories
 - Classroom (ex. attentive in class)
 - Academic (ex. think critically)
 - Personal (ex. network with other majors)
- Asks questions that connect the FYS and FYE goals & objectives
- If responses are poor on POST or minimal positive movement from **PRE** → **POST** revise FYS

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NSSE Results for First Year Students

Step 1: Look at five composites for First Year vs Seniors
Step 2: Look at (-) comparisons to three peer sets
 (1) PSU college campuses
 (2) "Local Competitors"-regional area schools that Berks compete
 (3) "National Benchmark"- schools with better retention graduation rates than Berks
Step 3: Look at previous administrations

NSSE 2008 Results

Composite	Peer Comparisons					First Year (FY) vs. Seniors (SR)	2003-2006-2008		TOTAL PLUS (+)
	PSU	Local Competitive Set		National Benchmark			First Year (FY)	Seniors (SR)	
	FY	FY	SR	FY	SR				
Level of Academic Challenge (LAC)	(+)	+	-	-	-	+	(+)	-	2
Active & Collaborative Learning (ACL)	+	+	-	+	-	+	+	-	6
Student-Faculty Interaction (SFI)	+	+	+	+	+	+	+	-	8
Enriching Educational Experience (EEE)	(-)	(-)	-	(+)	-	+	+	-	2
Supportive Campus Environment (SCE)	+	+	-	+	-	-	(+)	-	3

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NSSE Results for First Year Students

Step 4: Look at individual item effect sizes (with other PSU Campuses) both (-) & (+) within composites that peers outperformed Berks

Composite	Item #	Item	Mean		Effect Size (ES)*		ES Significant?	
			First Year	Senior	First Year	Senior	First Year	Senior
Enriching Educational Experience (EEE)	1i.	Used an electronic medium (listserv, chat group, internet, instant messaging, etc.) to discuss or complete an assignment	2.58	2.71	-0.08	-0.28		*
	1u.	Had serious conversations with students of a different race or ethnicity than your own	2.48	2.57	-0.07	-0.04		
	1v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	2.56	2.47	-0.13	-0.25	*	*
	7a.	Practicum, internship, field experience, co-op experience, or clinical assignment	0.10	0.64	(0.28)	0.01	**	
	7b.	Community service or volunteer work	0.25	0.48	(0.18)	-0.28	***	*
	7c.	Formal program where groups of students take two or more classes together	0.11	0.26	-0.01	0.04		
	7e.	Foreign language coursework	0.18	0.37	-0.23	-0.22	***	*
	7i.	Study abroad	0.02	0.04	0.01	-0.31		***
	7j.	Independent study or self-designed major	0.04	0.21	0.03	0.08		
	7h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	0.04	0.31	0.16	-0.07		
9d.	Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	2.13	1.53	-0.15	-0.56	*	***	
10c.	Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	2.79	2.45	0.11	0.07			

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NSSE Results for First Year Students

Step 5: Should be looking at NSSE results by

- (1) Orientation participation
- (2) FYS type (Linked or not linked)
- (3) FYS grade categories (A-C, D-F, W)




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Student Success Indicators

- Student Success Indicators
 - First Semester Credits Enrolled
 - First Semester Credits Earned
 - First Year Credits Earned
 - First Year GPA
 - One-year retention rate
 - Six-year graduation rate



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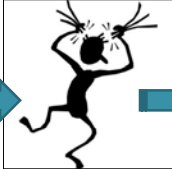
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Student Success Indicators

Group


- *Club/activities/recreation
- *Commuters and off-campus housing students
- *Veterans
- *STEM
- *Intercollegiate athletics
- Ethnicity
- Gender
- Parent education level
- Non-traditional
- Learning Community
- Discovery
- Learning Center
- Aspire students
- ESL
- Apart from the Start
- Student "leaders"
- Remedial courses
- Gateway courses
- Honors students
- Hybrid classes
- 1st Year assessment
- Judicial issues
- Financial Aid
- Division/Majors
- Instate/Out of State
- Service area
- Alumni
- CHOA
- Clearing house
- "Crossing the Finish Line"
- Early Intervention Students



- Over **40 cohorts** identified by Enrollment Management Team & First Year Experience Committee
- Also examine student success indicators (SSI) by:
 - (1) Orientation participation
 - (2) FYS type (Linked or not linked)
 - (3) FYS grade categories (A-C, D-F, W)
- Comparison of SSI of cohort to overall baccalaureate or associate cohort

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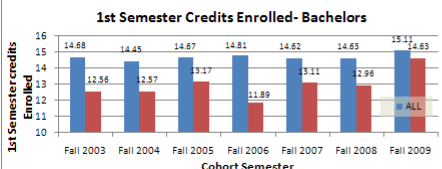
Student Success Indicators

Standard Report of Student Success Indicators for overall, & each of the eight that were completed this summer

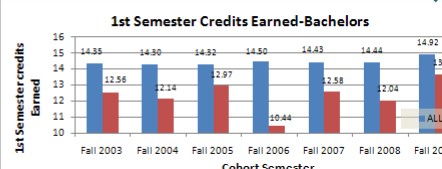
Veterans Count	Fall 2003	Level	1st Semester Credits Enrolled	1st Semester Credits Earned	1st Semester GPA	One Year Retention	3 (Asc)/ 6 (Bac) Year Graduation	ALL Veterans Count
	ALL	Bachelors	14.68	14.35	2.68	83.2%	83.6%	
	ALL	Associate	13.05	11.87	2.02	82.6%	12.6%	
17	Veterans	Bachelors	12.56	12.56	3.12	82.4%	82.4%	89
8	Veterans	Associate	9.86	9.86	2.72	75.0%	37.5%	



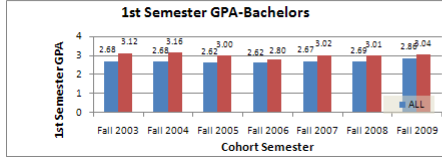
1st Semester Credits Enrolled-Bachelors



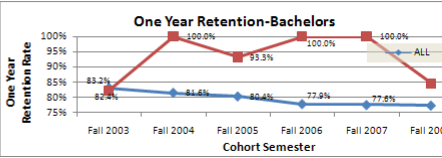
1st Semester Credits Earned-Bachelors



1st Semester GPA-Bachelors



One Year Retention-Bachelors




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PENNSTATE Berks Recommendations

Sometimes letting the
 • 400 lb gorilla stay in the room is preferable to reporting assessment results

That said...



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PENNSTATE Berks Recommendations

Before you start the assessment

- Have articulated goals or objectives or both in place

Assessment

- Assess to those goals,
 Assess the intangibles, “the means,” but

Do not loose site of the “ends”- student success

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Recommendations

Data Analysis Considerations:

- Disaggregate results by specific student groups
- Use comparative data if available (historic, peer institutions)



Use of Assessment


- Be able to connect the “ends” to the “means” (slide 9) to make assessment results meaningful and valuable
- Use assessment of the “means” to identify milestones or activities that affirm student success or fall short

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Questions



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