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What's Your Assessment - Why?

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WHAT’S YOUR ASSESSMENT WHY?

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Why?
I CAN’T FIND IT
I don’t know how to interpret it
NO TIME

What am I looking at?

It’s not good data

I have the data, just not the data I need

How can I use this?

NO PLAN
THE GOLDEN CIRCLE

WHY

HOW

WHAT

by SIMON SINEK
Perfection
Are you too busy to improve?

No thanks!

We are too busy
Loss of Resources
Intrinsic Motivation

- Meaning
- Choice
- Competence
- Progress

Extrinsic Motivation

- Pay
- Performance bonus
- Punishment

INTERNAL Motivation

For yourself

EXTERNAL Motivation

For others
I have taught Snoopy to whistle

I can't hear him whistle

I said that I had taught him, not that he had learned
A pig never fattened because it was weighed.

A 5k time does not improve just because of a diet change.

Measure → Change → Measure
ASSESSMENT = MEANINGFUL + INFORMATIVE

“When assessment feels like a burden, it is probably being done wrong.”
– Wells

Focus on Quality

Continuous Improvement

BETTER

THINGS

MAKE

Better
Assessment Model/Cycle

Adapted from Linda Suskie (2018)
Why is this part so difficult?

"Close the Loop"

"Make Improvements"

CHANGE
ASSESSMENT V. RESEARCH

• Assessment guides good practice, while research guides theory and conceptual foundations; Assessment typically has implications for a single institution, while research typically has broader implications for student affairs and higher education.

• Research paper outline:
  • Introduction
  • Literature, Review
  • Method
  • Findings
  • Discussion
  • Limitations, Implications, Future Research

• Assessment project outline:
  • Outcomes
  • Measures
  • Results
  • Report
  • Use of Results for Improvement

This research is really going to help move our field forward.

This evaluation is really going to help our program become more effective.
Assessment reports that end up briefly perused and then filed without any resulting action are, to be blunt, a waste of time.

“Assessing Student Learning: A Common Sense Guide”
Suskie (2009)

Assessment should NOT be just an exercise.
It’s a Fan!

It’s a Wall!

It’s a Spear!

It’s a Rope!

It’s a Snake!

It’s a Tree!
“If we create a culture where every teacher believes they need to improve, not because they are not good enough, but because they can be even better, there is no limit to what we can achieve.”

- Dylan Wiliam, University of London