Welcome and Thank You!

- Introductions
  - Name, role on campus, favorite thing about winter
- Housekeeping
  - Agenda for the day
  - Resources: Binder, book, Google Drive, laptops
- Evaluations
- Thinking ahead

In baseball, who is a better player?

One who hits a homerun 5% of the time and takes a walk 5% of the time

**OR**

One who hits 0 homeruns and takes a walk 30% of the time

How do you KNOW?
2001 Oakland Athletics

- Tried to answer this question (and other similar questions) to be a successful small-market team (payroll of $40 million) competing against teams with much higher payrolls
- They lost to the Yankees (payroll of $114 million) in the playoffs
- Three of their best players in 2001 were hired by other teams who could pay them much more money
- How will they find three players to replace the three all-stars they lost to richer teams?

"He’s got an ugly girlfriend"

Traditional measures of baseball performance “were not merely inadequate; they lied. And the lies they told let the people who ran major league baseball teams to misjudge their players and mismanage their games” (Lewis, 2004, p. 67).
Managing teams by anecdote…
they are asking all the wrong questions!

University Honors Programs:

Effective in Improving Student Achievement
OR
Not

How do you KNOW?

*Over 800 Institutional Members in the National Collegiate Honors Council

The first study to use standardized measures with a longitudinal design to estimate the impact of an honors program was completed in 2005 – more than 80 years after honors programs were developed.
(Pascarella, 2006)

*Fortunately the study found a positive effect on cognitive growth (Seifert, Pascarella, Colangelo, Assouline, 2005)
How frequently do we, in Student Affairs, manage our programs and services just like the Oakland Athletics’ scouts? By anecdote, gut feeling, limited observation, or by just doing what everyone else is doing?

Student Affairs Assessment Academy
• Grow expertise in assessing student learning and developing and in
• Using assessment evidence to improve programs and services
  1. Action oriented
  2. Team-based
  3. Project focused

Action Oriented
• A focus on doing
  – Working with your team
  – Developing and implementing a project
  – Creating a poster to share at the end of SA3 to share at celebration event (in spring of 2015)
Team-based

- Successful teams can accomplish much more than any individual
- Few programs or services are offered by an individual
- Improvements require the change in behavior by multiple people – engaging in the project builds buy-in

Project Focused

“Tell me and I forget. Teach me and I remember. Involve me and I learn.”

- Each team will develop and implement a project
- Wide variety of projects expected
  - Asking a question
  - Gathering evidence
  - Using the evidence
  - Reflecting on the experience and the use
  - Celebrating results

Example Project

- Adult Learners (age 30 or greater) in undergraduate degree programs: What are the challenges they experience in getting engaged in campus and successfully persisting to graduation?
- Plan focus groups and survey (based on focus group results)
- Based on survey and focus groups, create adult learner support program
- Implement program and evaluate effectiveness
- Celebrate results
**Bold New World**

- This is the first SA³ cohort
- You will be setting the bar!
- We will learn together as we go

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**SA³ Modules**

1. Asking a Question (Purpose)
2. Designing an Assessment Study
3. Assessment Instruments (validity and reliability)
4. Analyzing Results
5. Using and Communicating Results
6. Celebrating results (through and reflection)

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**SA³ Modules**

1. Why should we do this study?
2. What will we do?
3. How will we ensure the rigor of our study?
4. What do the results tell us?
5. What should we do? Who should be involved?
6. What did we learn? What worked?
What’s Next?

Team Building!
• Since you will be working in a team, we need to spend a little time making sure your team will be effective

References