



# Intentional Assessment

## Student Success Track

Improving college wide interactions and processes  
with employees and students.

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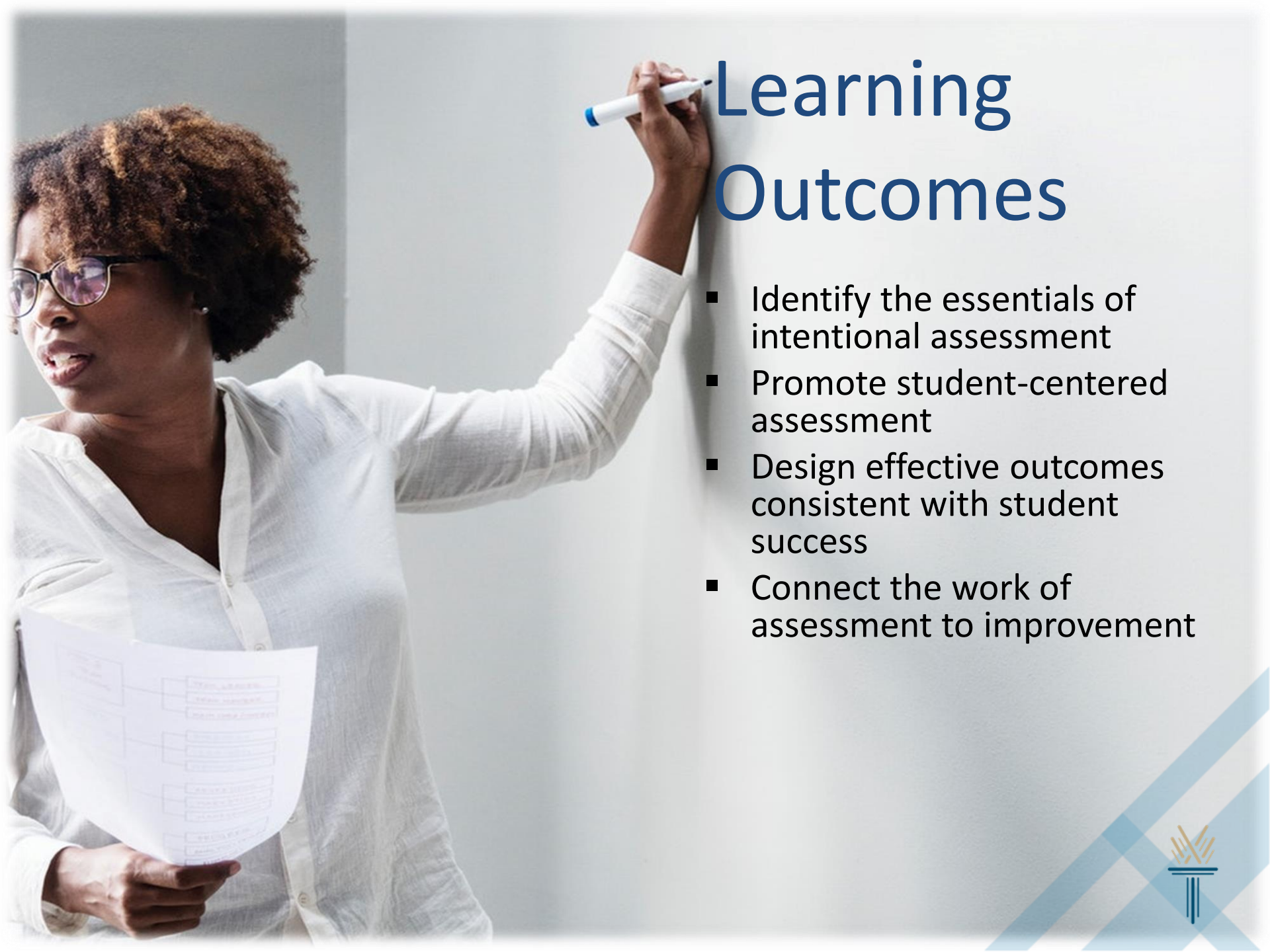
Strategic Planning and Assessment

Enrollment and Student Services

[assessment.waketech.edu](https://assessment.waketech.edu)

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# Learning Outcomes

- Identify the essentials of intentional assessment
- Promote student-centered assessment
- Design effective outcomes consistent with student success
- Connect the work of assessment to improvement



Who? Where? What? Why? What?  
you work do here learn





# Intentional Assessment

- Thought
- Purpose
- Planning
- Strategy





# Intentional Assessment

- Meaningful
- Measurable
- Manageable
- **Make Sense**





# Intentional Assessment



- What are we trying to do?
- How well are we doing it?
- How can we improve what we are doing?

[Assessment Planning Guide](#)



# Connecting Intentional Assessment to Student Success



- How well are students learning?
- How well are areas of the college supporting the student experience?



# Connecting Intentional Assessment to Student Success



- Reflects on what we teach or do.
- Reflects on how we teach or do it.





# Connecting Intentional Assessment to Student Success



- Accepts (some) responsibility for student learning and the student experience.
- Try new strategies for student success.



# Student Success





# Assessment Types

Usage  
Needs  
Customer Satisfaction  
Student Culture  
Campus Environment  
Benchmarking  
National Standards  
Cost Effectiveness  
Outcomes:

- Operational
- Program
- Learning

[ESS Question Bank for Types of Assessment](#)



# Learning Assessment

## The Runner's Metaphor

Diagnostic



Formative



Summative



SWBAT – Students will be able to....

Source: <https://edulastic.com/blog/types-of-assessment/>





# A Process of Questions

1. Why does your area exist? What need do you meet and for whom? **Mission**
2. What do you hope to accomplish? **Goals**
3. What measurable or observable thing(s) do you expect students to do after interacting with your area? **Student Learning Outcomes**
4. What measurable or observable thing(s) does your area do to support the institution's learning environment? **Operational or Program Outcomes**
5. Where and how will students learn these things? How will you do it? **Planning**
6. How will you know if students learned what you expected them to learn? **Measures**
7. How will you know when students achieved a successful level of learning? **Target**
8. How will you know how well students learned what you expected them to learn?  
**Findings or Results**
9. What does your evidence tell you? **Data Analysis**
10. How can you use evidence to make appropriate decisions for continual improvement? **Action Plan**



# Designing Effective Outcomes

Begin  
with the  
end in  
mind.

## Program or Operational Outcome

What is it, exactly, you want your office, department, program, area to do with regards to a process, procedure, service, etc.?

## Student Learning Outcome

What is it, exactly, you want your students to be able to do?

THE  
END





# Designing Effective Outcomes

**SUBJECT - VERB - OBJECT**  
**Who will do what?**



# Designing Effective Outcomes

**Ask  
yourself.**

- Does your outcome accurately reflect the end you have in mind?
- Does it utilize active verbs that reflect the expected action?
- Is it specific?
- Is it measurable and observable?



# Write an Outcome Statement



## **Student Success Goal**

Wake Tech will provide students with a safe and dynamic learning environment through policies, curricula, instruction, and support services that are responsive to their needs and focused on improving completion rates in programs that prepare them for employment or transfer to a four year institution.





# Connecting Assessment to Improvement



## Admissions Services Student Learning Outcome

### 2016-17 Assessment Result

78% of prospective students who visited Admissions Services were able to identify campus resources.

### 2017-18 Assessment Result

98% of prospective students who visited Admissions Services were able to identify campus resources.

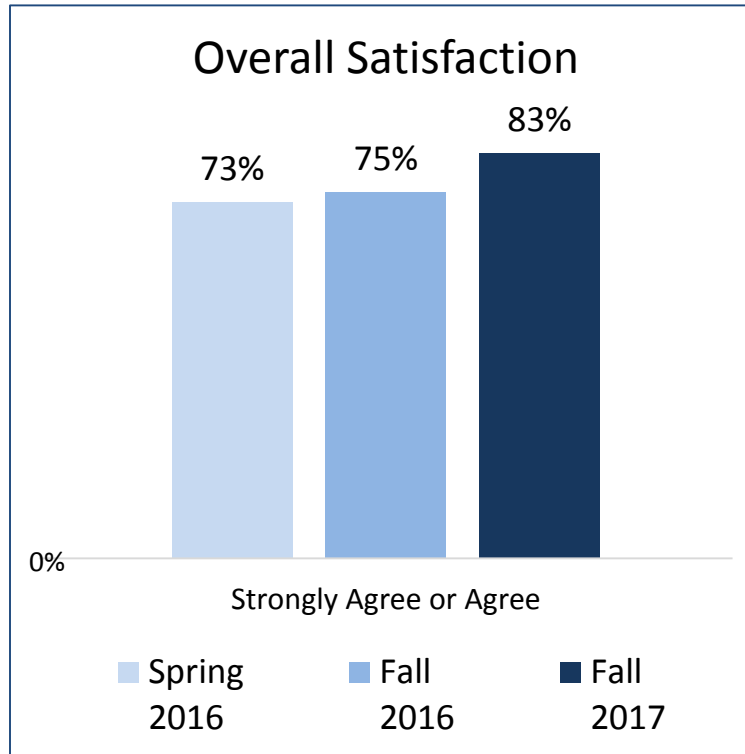
### 2016-17 Action Plan

Targeted four resources to share with students to more closely align with their stage in the enrollment process.



# Connecting Assessment to Improvement

## Financial Aid Customer Service Survey



### Improvement Actions:

- Peak Duty Schedule
- Customer Service Training
- Financial Aid Contact Form



# Connecting Assessment to Improvement

## Academic Advising and Student Success

### We Did:

#### Implemented Improvement Strategies

- Mandatory New Student Orientation
- Online Orientation

### Students Said:

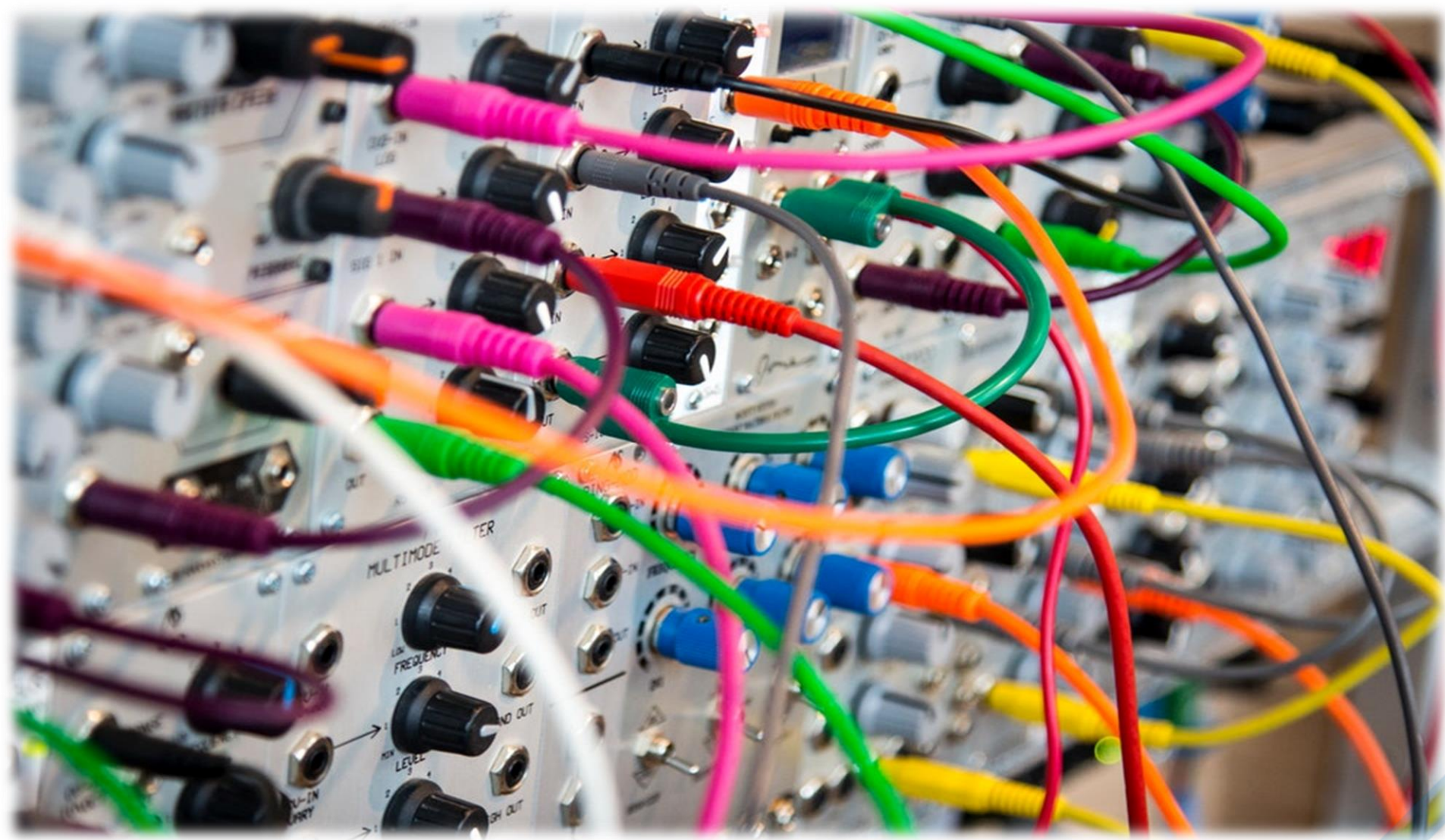
In spring 2013, 34% of them attended college orientation program or course.

### Students Said:

In spring 2015, 48% of them attended college orientation program or course.







How does your area connect  
assessment to improvement?



# References

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<https://unsplash.com/>





# Questions



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