

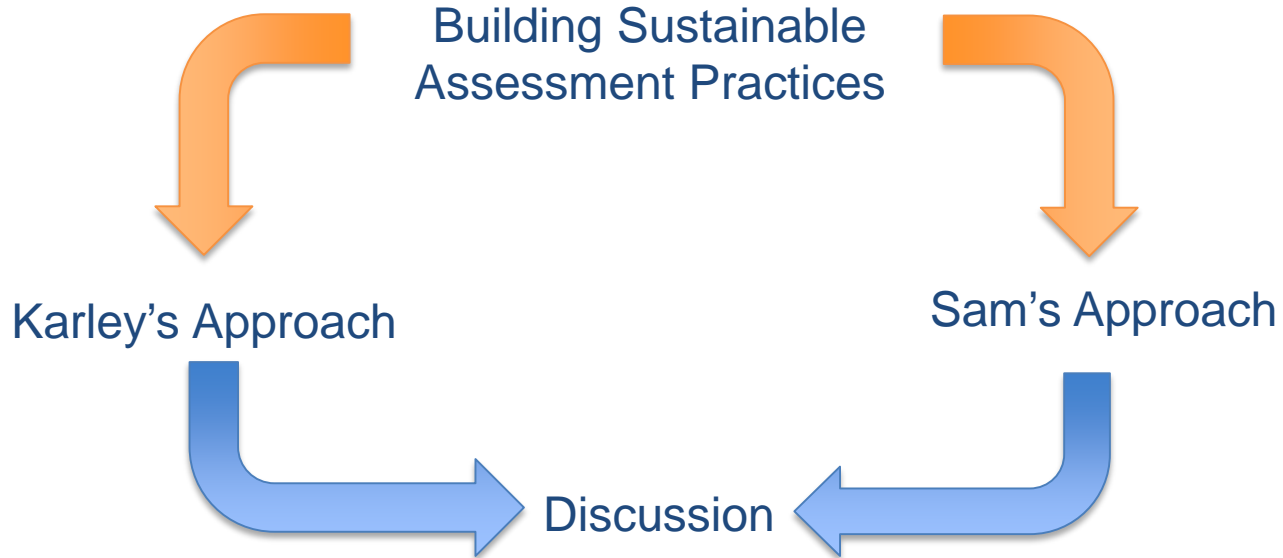


# BUILDING SUSTAINABLE ASSESSMENT PRACTICES

**KARLEY COUNTS** - *Assistant Director for Administrative Services, Reitz Union*

**SAMUEL KENNEDY** - *Assistant Director for Analytic Services, Office of Assessment & Research*

# PRESENTATION FORMAT



# ASSESSMENT: OPERATIONALLY DEFINED

Evaluating the impact of our efforts by methodically

1. Collecting information
2. Organizing/analyzing/processing it
3. Sharing results

...with the purpose of driving meaningful change

# SUSTAINABLE ASSESSMENT GUIDE

## 1. Identify team's core functions and goals

*Sources:*

- Mission & vision statements
- Job descriptions
- List of primary activities and events



# SUSTAINABLE ASSESSMENT GUIDE

## 2. Assess current assessment practices

- Who is currently collecting data?
  - Why are they collecting it?
- What have we done for reporting?
  - What went into reporting process?
  - What did deliverables look like?

**\*Hint:** look team's relationships with various stakeholders

# SUSTAINABLE ASSESSMENT GUIDE

## 3. Organize & Analyze Findings

Analysis should include mapping current assessment practices to team/departmental goals and core functions.



# SUSTAINABLE ASSESSMENT GUIDE

## 4. Share findings with colleagues and discuss



# SUSTAINABLE ASSESSMENT GUIDE

## 5. Conduct SWOT analysis of current practices – *however formal or informal*

- Using the results, decide what current practices are worth continuing to invest in and what practices should be added or dropped.





# SUSTAINABLE ASSESSMENT GUIDE

6. Finalize an assessment plan and... **DOCUMENT IT!**

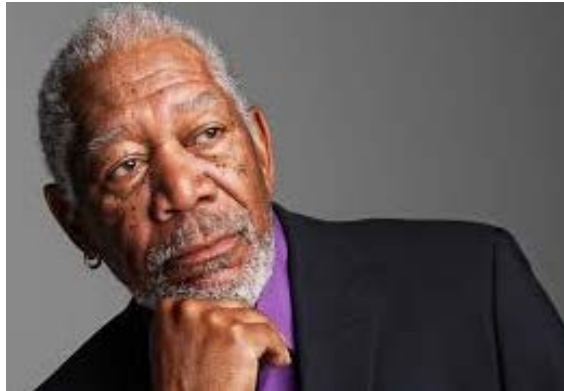
7. Get colleagues invested

- Communication
- Training

8. *Put plan into **Action!***

# SUSTAINABLE ASSESSMENT GUIDE

## 9. Continuously reflect



# SUSTAINABLE ASSESSMENT GUIDE



# EXAMPLE: DATA COLLECTION

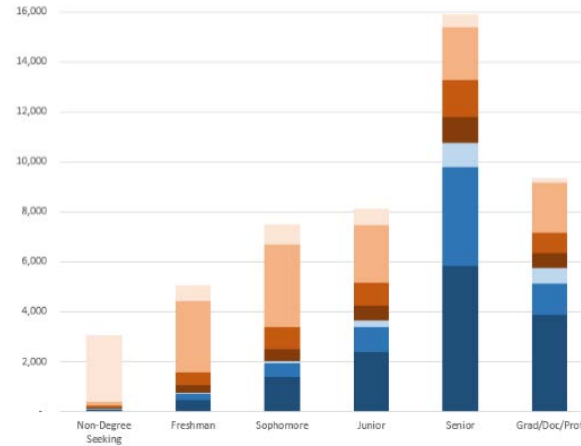
## Standardized student data collection:

- **Identified** all data collection methods associated with student interactions
- **Aligned** student information being collected and developed consistent and scheduled collection methods
- **Communicated** standardized practices across team

# EXAMPLE: DATA COLLECTION

## Results:

- More inclusive data collection across student-facing services
- Increased transparency regarding what data were collected and why
- Increased accountability through enhanced checks + balances





# EXAMPLE: REPORTING

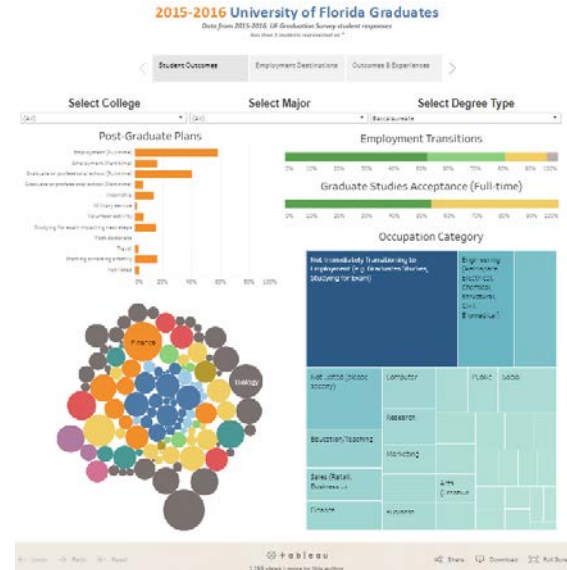
Enhance utility of reported materials as well as user experience:

- **Identified** reporting and stakeholder needs/goals
  - Saved all reporting requests from key stakeholders: employers, UF leadership, College partners, etc.
  - Took notes from stakeholder feedback about reporting materials
- **Aligned** stakeholder feedback with content in stakeholder-facing materials
- **Implemented** strategic adjustments to reporting materials

# EXAMPLE: REPORTING

## Results:

- Helped facilitate more constructive conversations about reporting contents
- Stakeholder questions and comments:
  - Confirmed impactful content
  - Informed new data collection approaches
  - Supported decisions to discontinue some reporting/assessment practices

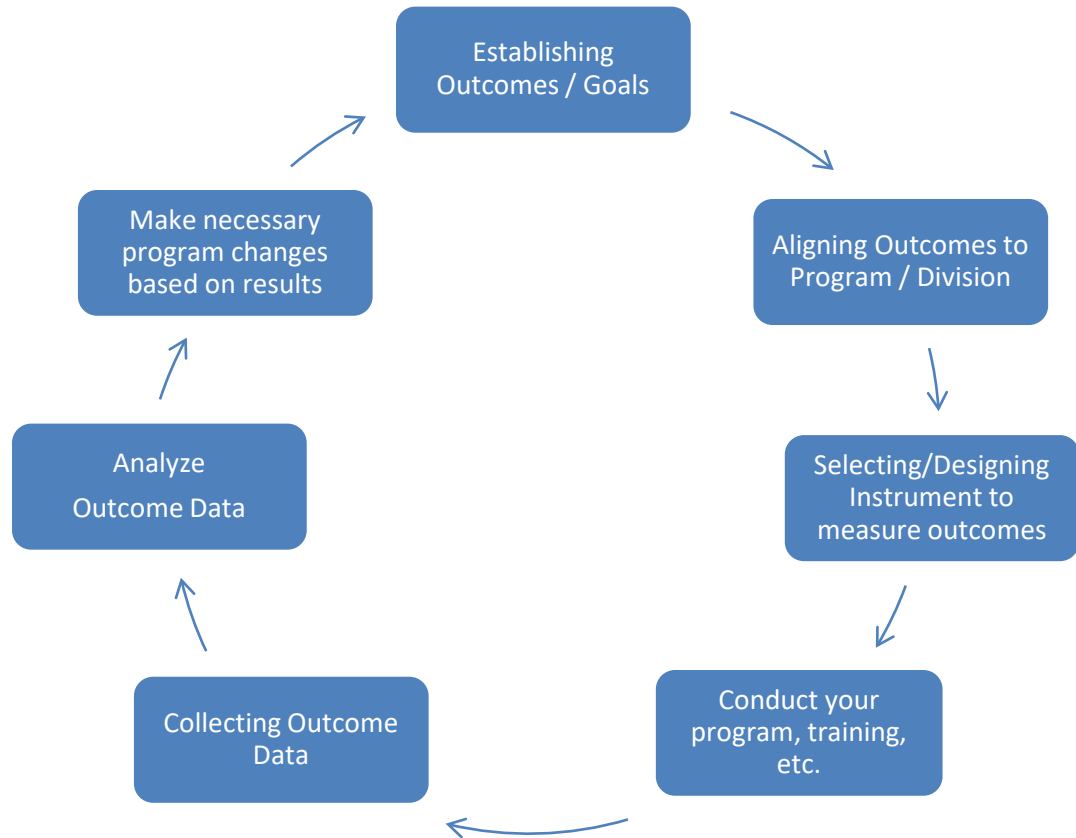


<https://www.crc.ufl.edu/student-outcomes/>



REITZUNION

**UF** Assessment and Research  
*Division of Student Affairs*  
UNIVERSITY of FLORIDA



# GUIDES FOR PRACTICE

- Learn the culture of the organization
- Identifying assessments being conducted
  - Meaningful, Manageable, Measureable
  - Types of assessments
- Identify data efficiencies
  - Already available
  - Ease of access to information



# GOALS FOR SUSTAINABLE ASSESSMENT

- Alignment with Division of Student Affairs
  - Connection to Strategic Plan
    - Vice Presidential Goals, Presidential Goals
  - Information requests
    - College Snapshots, State of Department Reports
- Grounded in theory, research, or best practices

# GOALS FOR SUSTAINABLE ASSESSMENT

- Longevity & easily reusable
  - Do not create every year / Cycle of assessments
- Useable information
  - Identifying and closing loop for Stakeholders
  - Transparency of information



J. WAYNE REITZ UNION

**EXAMPLES**

Question 1: What is your Gender

- Male
- Female

Question 2: What is your classification?

- Freshman
- Sophomore
- Junior
- Senior
- Graduate
- Guest

Question 3: Where do you live?

- Residence Hall
- Off Campus
- Fraternity/Sorority Housing
- Other (please specify)

Question 4: How did you hear about Gator Nights (Check all that apply)

- Reitz Union Website
- Facebook
- Twitter
- Word of Mouth
- Other (please specify)

Questions 5-10: Please rate the following activities (1-5; 1 being poor, 5 being excellent)

- Popcorn
- Movie
- Novelty/Activities
- Live Entertainment/Performer
- Midnight Breakfast
- Global House Coffee

Question 11: Do you plan to attend Gator Nights Again?

- Yes
- No

Question 12: What activities would you like to see at future Gator Nights?



From your most recent GatorNights experience, please select the activities you took part in:

*Please select all that apply*

- Popcorn
- Global Coffee House
- Music Performance (Examples: Singer, Band, Musician, DJ, etc.)
- Take Home Activity (Examples: Stuffed Animal, Photobooth, Airbrush Tattoo)
- Arts & Crafts Center (on the Lower Level)
- Physical Activity (Examples: Capture the Flag, Sticky Wall, Trampoline, Carnival Ride)
- Game Room (Bowling, Pool, etc.)
- Live Performance (Examples: Comedian, Magician, Hypnotist, etc.)
- Movie
- GatorNights Food (not including Midnight Munchies or Popcorn)
- Midnight Munchies
- None (Did not actively participate in any activity)

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Employee  
Onboarding  
Process

Focus  
Groups

Employee  
Evaluation

Exit Survey  
+ Alumni  
Information

First  
Destination  
Survey

Employee  
Onboarding  
Process

Focus  
Groups

Employee  
Evaluation

Exit Survey  
+ Alumni  
Information

First  
Destination  
Survey

Student Name: \_\_\_\_\_

Position Title: \_\_\_\_\_

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

**J. Wayne Reitz Union**

Division of Student Affairs

UNIVERSITY OF FLORIDA

***Supervisor Instructions:*** Although evaluations are a time for the supervisor to give feedback, it should not be a one sided conversation. Discussion is necessary to retain, improve, and motivate your student. Elicit feedback on your performance as a supervisor and what you can do to improve.

*Engage the student employee in dialogue around the following two questions, taking notes as you discuss:*

How does your coursework and job intersect? In what ways can you apply skills, lessons or theories from classes to work?

How is this job helping you grow and mature as a person and in your career pursuits?