



Elevating Assessment

Presentation for CT AHEAD

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Training Outcomes

As a result of engaging in the training, participants will be able to:

- Articulate the purpose of assessment and data collection
- Create process and learning outcomes that are meaningful to their work
- Identify appropriate sources for data collection (current and/or new)
- Describe at least one way in which an existent data source may be used to improve a program or service



Continuous Cycle of Improvement






Outcomes

Process

Desired targets that a department, program, or service intends to achieve in its operational processes

Learning

Desired impact statements that describe intended knowledge, skills, and habits that students learn by engaging with the department, program, or service



Process Outcomes

1. Staff will deliver excellent customer service
2. Students will report that they felt respected/heard/welcomed/included throughout the accommodation request process
3. Accommodation requests will be processed within __ days
4. Engaging faculty in workshops
5. Provide relevant and timely trainings to campus community

Process Outcome Data Sources



STUDENT
SURVEYS



CAMPUS
PARTNER
SURVEYS



WORKSHOP
HEADCOUNT



FOCUS
GROUP/
INTERVIEWS



DOCUMENT
ANALYSIS/
DATABASE
REVIEW



TRENDS OF
STUDENT
RECORDS



Learning Outcomes

SWiBAT + Bloom's Taxonomy Verb + activity + condition

Example:

Students will be able to describe the process for requesting accommodations as a result of participating in an intake appointment



Learning Outcomes

1. Students will be able to self-advocate with faculty for appropriate accommodations
2. Campus partners will be able to apply disability-inclusive practices in their respective settings
3. Faculty will be able to incorporate universal design models into their classroom
4. Students will be able to articulate their rights and responsibilities
5. Students will be able to problem-solve issues and barriers to access



Student Learning Assessment

Direct

- What do you understand your rights and responsibilities to be?
- What is one disability-inclusive practice you will apply in your setting?

Indirect

- Do you understand your rights and responsibilities?
- Do you feel comfortable applying disability-inclusive practices in your setting?



Learning Outcome Data Sources



STUDENT
SURVEYS



PRE/POST
TEST



FOCUS
GROUPS/
INTERVIEWS



OBSERVATION



PORTFOLIOS



RUBRICS



Discussion

- What are some of the data points or measures you currently use?
- How do you use them?

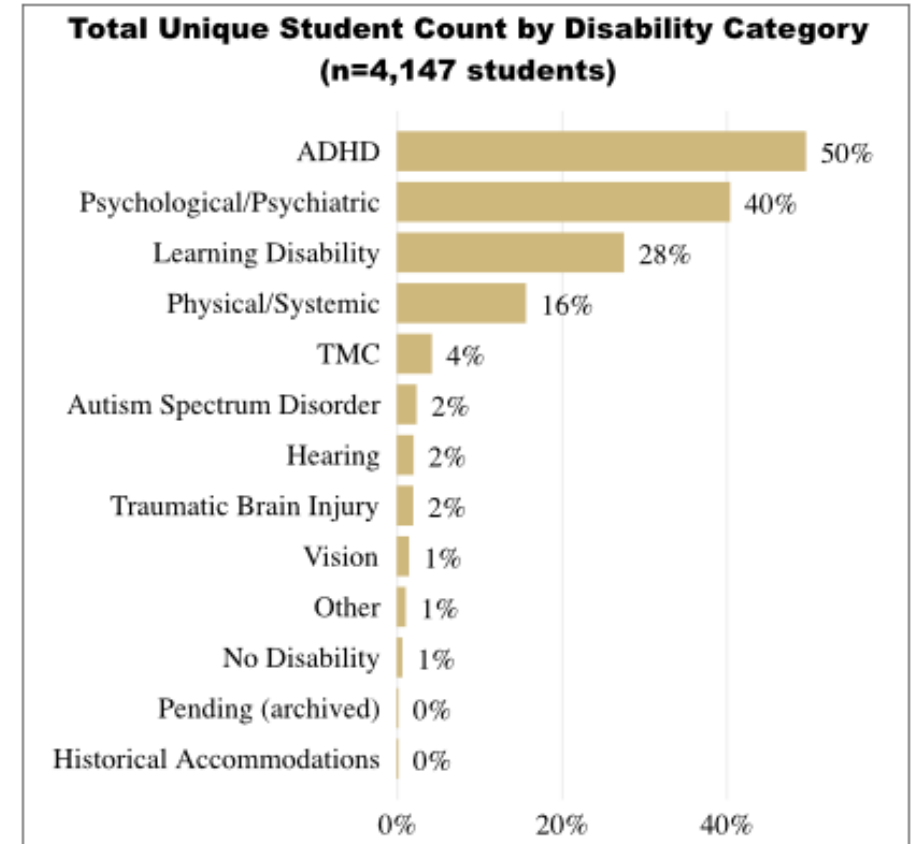
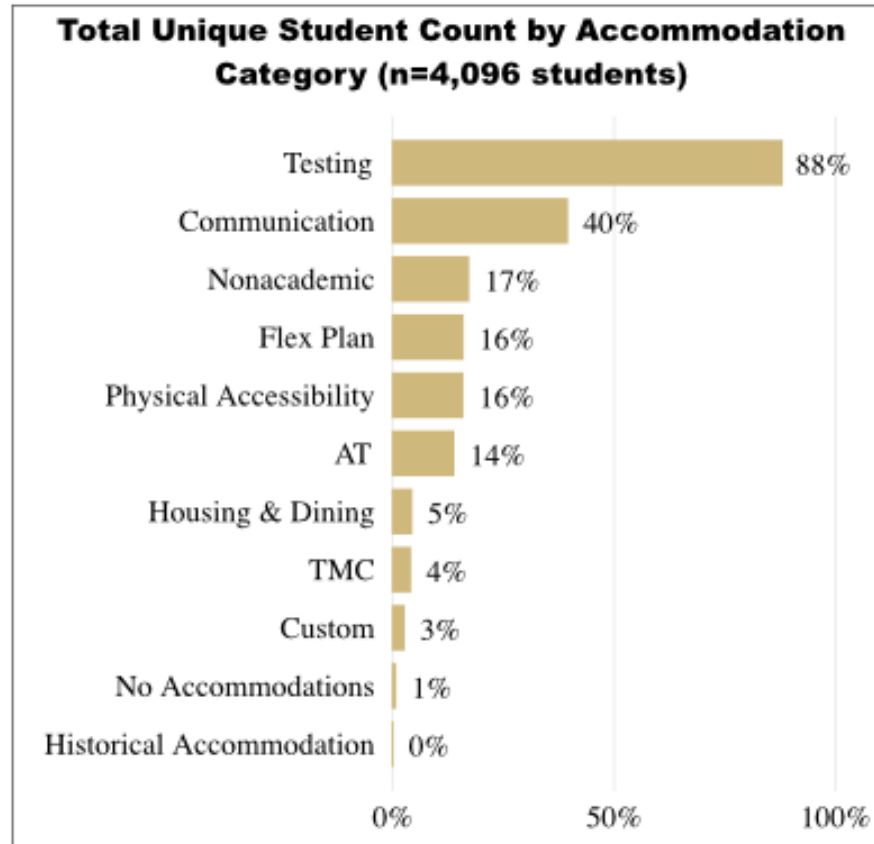




Using Data for Improvement

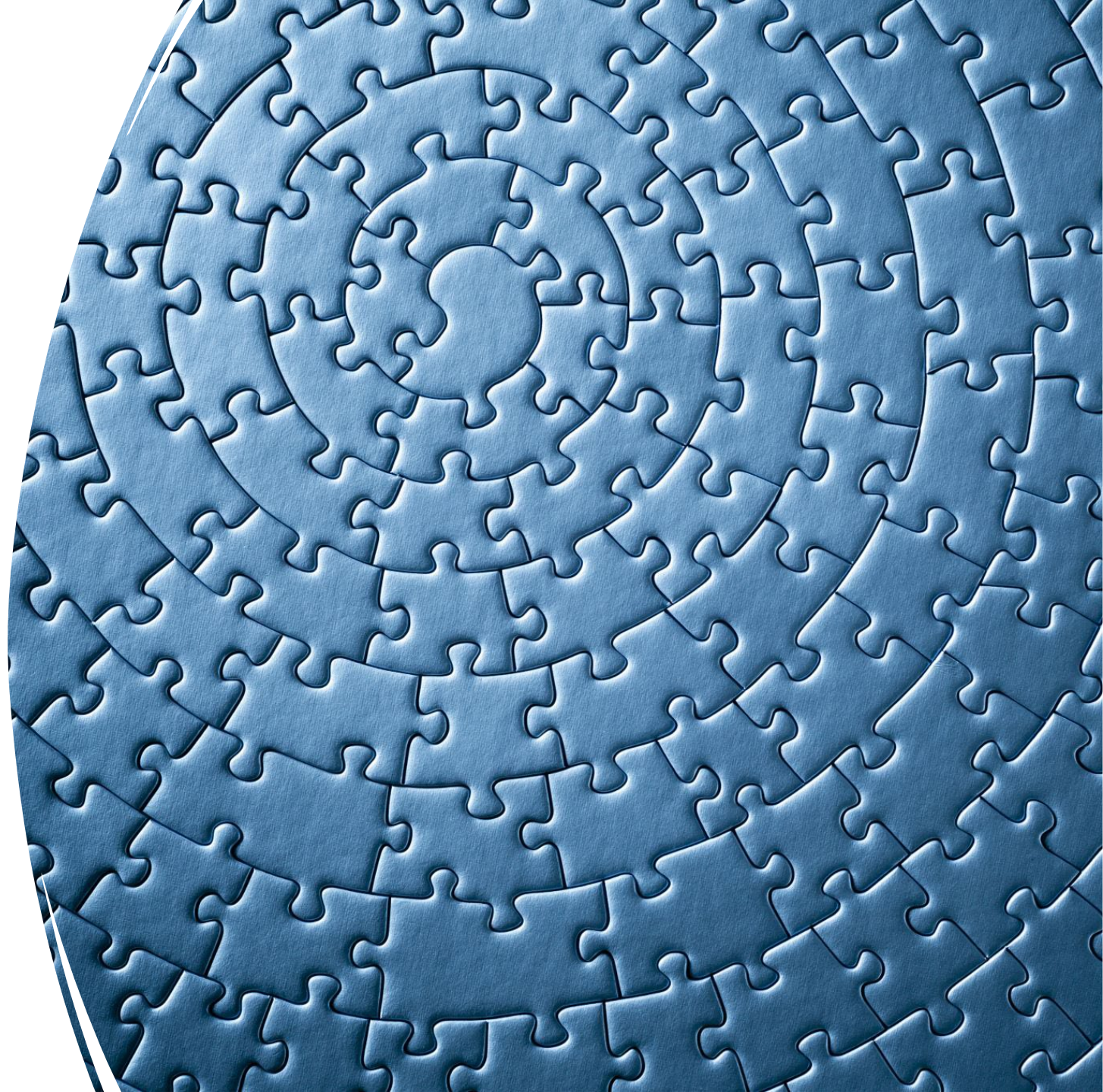
Skill Development
Accessibility
Faculty Training
Education
Staff Training
Demographics
Customer service
Advocacy

Case Study



Activity

Piecing it all together





1

Create one process outcome and one learning outcome that are meaningful to your work

2

For each outcome, identify at least one current data point or data source that you could use to measure the extent to which you are achieving your outcomes

3

Describe at least one way you could use your data to improve a program or service designed to achieve one of your outcomes



Questions?

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