

Campus Labs Assessment Credential Facilitator's Guide

This Facilitator's Guide is intended to provide suggestions and ideas for ways to use the Assessment Credential Foundational Curriculum on your campus. It begins with some general suggestions for the overall approach and then specific suggestions for each lesson.

Using and Completing the Assessment Credential

1. Register to begin the Assessment Credential [here](#).
2. Access the Curriculum (all recorded lessons and assignments) [here](#).
3. Register to receive the Assessment Credential Certificate by emailing assessmentcredential@CampusLabs.com to notify Campus Labs of completion of the program.
4. Questions along the way at any point about accessing or using the Credential can be addressed to assessmentcredential@campuslabs.com.

Strategies for Using the Assessment Credential on Campus

Campuses are using the Assessment Credential Curriculum in many different ways. A few suggestions and strategies are identified below:

1. Share the information about the Assessment Credential with staff and encourage them to participate on their own. They can access the modules at their own pace and complete at a time that works best for them.
2. Share the information about the Assessment Credential with staff and require them to complete it as part of their individual or a division wide professional development plan. They can share the completed certificate with you as part of their performance review or for their personnel files.
3. Share information with your staff and provide a reward for completion – this could be acknowledgment and presentation of the certificate a department or division-wide staff meeting or event (such as an Assessment Day) or it could be a resource reward such as designed professional development funds added to their budget or a gift certificate to a campus or community vendor. Upon completion, have the VPSA send a congratulatory letter to staff who finish the certificate.

4. Engage in the Assessment Credential as part of a department or division-wide professional development series. This could mean setting specific dates to watch the modules together and then allowing time after each one for discussion and application. You could assign a facilitator for each module who would review the materials in advance and use the suggestions in the guide below to help facilitate conversation as well as assist in making direct application of the general concepts to your division and campus practices. Bring in campus resources who are experts on the topic at hand to join or facilitate the conversation. Provide links to specific resources or practices that apply directly to the lesson (e.g. when talking about strategic planning, highlight and showcase your division's strategic plan and how/when your staff need to share updates). Help staff make the connection between these practices and divisional expectations.
5. Assign certain modules (without intention of completing the Certificate) as part of ongoing professional development in the context of assessment capacity building. Provide the Certificate registration information to those who express an interest and want to engage deeper by completing the Curriculum.
6. The Assessment Director, in the context of ongoing consultation with departments, can bring forward the Assessment Credential as staff (collectively or individually) in departments express the desire to conduct assessment but feel they need competency development. The Assessment Credential can be used (and the associated homework is intended to be real world practical application) to help staff design, launch and report on an assessment project in their area.
7. Require the Assessment Credential for new staff in student affairs (and/or for those who have worked in SA for a long time, but who haven't had to conduct assessment, but now do as a part of their new or reassigned responsibilities).

Lesson by Lesson Strategies

Setting the Context for your Staff

1. Determine the strategy and approach (based on ideas above) that you want to employ for your campus.
2. Outline the logistics in writing so that they can easily be shared with others:
 - a. What are the expectations for completion? Required? Optional?
 - b. What deadlines are there?
 - c. How will you keep track internally of those who are participating in and when they complete?
 - d. Do you want a reward structure and what do you need to do to get that set up?

Overview of Assessment Credential

- Assign this as an individual module for people to watch before getting started.
- Outline the specific next steps for people (based on the strategy above – or your own – that you adopt)

Lesson 1: Assessment, Evaluation and Research Context, Definitions, Processes and Frameworks

- Watch the recorded lesson.
- Engage the assigned resources (readings and videos)
- Facilitation questions:
 - What terms do we use on campus right now related to assessment, research and evaluation? Do we have common definitions? Should we develop some – or clarify them?
 - What is the role of departmental assessment to division and institutional assessment? What expectations are there of staff to participate and at what level? How does the data and results from program and department assessment “show up” in the divisional and institutional conversation?
 - Are there research projects that staff are involved in or could be involved in (either within SA or in conjunction with colleagues outside of SA)?

Lesson 2: Relationship of Assessment to Other Processes

- Watch the recorded lesson.
- Engage the assigned resources (readings and videos)
- Facilitation questions:
 - What is the role of data in our strategic planning process? How tightly coupled are our data collection efforts and our stated strategic priorities?
 - Do we have an identified assessment cycle (processes with annual dates and reporting)?
 - What is the relationship of departmental goals and priorities (and strategic plans) to division strategic planning?
 - Do we have (or want to have) a Program Review process?
 - How could we leverage the CAS standards if we aren't already?

Lesson 3: Politics, Ethics and Culture of Assessment

- Watch the recorded lesson.
- Engage the assigned resources (readings and videos)
- Facilitation questions:
 - How would we define our assessment culture on campus?
 - What politics are at play that make assessment challenging?
 - What ethical considerations should we be taking into account as we conduct assessment? Do we have (or should we create) a Standards of Ethical Practice for our assessment work?
 - How are we advancing culturally responsive and socially just assessment practices? (Additional resources: webinar series, podcast series and survey results: <https://www.campuslabs.com/socially-just-assessment/>)
 - What is the role of IRB in our assessment work? How aware are staff regarding those processes? What education about campus policies are needed?

Assignment: Baseline Quiz

- Take the Baseline Quiz that covers the materials from Lessons 1 – 3. Participants who complete the quiz will receive feedback on their results after taking the quiz via email (allow for two weeks)

Lesson 4: Learning and Program Outcomes

- Watch the recorded lesson.
- Engage the assigned resources (readings and videos)
- Facilitation questions:
 - Does our division/department have a learning outcomes framework? Is it aligned with the institutional learning outcomes framework?
 - What is the relationship between program learning outcomes in our departments and other learning outcomes across the institution?
 - What program outcomes have been articulated? Do they guide data collection and assessment practice? How do we report on program effectiveness?
 - What opportunities do we have for each department (and program) to articulate their learning and program outcomes and develop a map that shows the full scope across the division?
 - Do we have a formal program review cycle? Is it aligned with an institutional cycle? If not, can we engage in our own cycle using the CAS Standards?

Lesson 5: Assessment Methods and Data Collection

- Watch the recorded lesson.
- Engage the assigned resources (readings and videos)
- Facilitation questions:
 - What assessment methods are currently in use in our department or division? Have we mapped the full scope of our data collection to look for gaps and areas where we can combine efforts?
 - How much do staff know about rubric design and use? What support could we provide to assist them in the design and use of rubrics?
 - Do we need practice in other data collection methods such as document analysis, focus groups, interviews, and quick assessments?

Lesson 6: Analyzing Assessment Results and Research Literacy

- Watch the recorded lesson.
- Engage the assigned resources (readings and videos)
- Facilitation questions:
 - How skilled are our staff in data analysis? Does everyone need to be an expert? Do we have some staff with those skills and expectations as part of their job descriptions?
 - How skilled are staff at reading and interpreting assessment and research results? Have they incorporated research findings into their practice?
 - Have you combined research from the field (e.g. High Impact Practices research) with campus specific findings about specific practices to gain a better insight into how to focus your assessment and guide your programs and services?

Assignment: Create and submit Assessment Project Plan using the “Assessment Project” template (downloadable from the [Curriculum page](#))

- Take a pause to identify a specific assessment project to conduct that will provide meaningful data aligned with an identified priority.
- Determine the necessary time and resources to conduct that project.
- Fill out the project plan and email to assessmentcredential@campuslabs.com to receive feedback from the Campus Labs consultant (allow for two weeks).
- Revise and adapt as needed.

Lesson 7: Communicating and Using Assessment Results

- Watch the recorded lesson.
- Engage the assigned resources (readings and videos)
- Facilitation questions:
 - How do we currently share assessment results? Do we do that in an ongoing way or at “end of year reporting” only?
 - How do we use data and evidence for decision-making?
 - How do we engage or interact with our marketing and communications staff around sharing our data?
 - Do we start our assessment projects with the end in mind?
 - What existing data do we have that could share right now? With whom?
 - How could we incorporate assessment results into existing meetings such as Leadership Team, department staff meetings?

Assignment: Conduct assessment project and present findings using the “Assessment Project Results” template (downloadable from the [Curriculum page](#)).

- Conduct the assessment project.
- Use the Assessment Project Results template to report on your results.
- Share the completed template with the Campus Labs consultant (email to assessmentcredential@campuslabs.com) .
- Receive feedback from the consultant (allow for two weeks).
- **Share your findings with others!!!!**

You’re done! Email AssessmentCredential@CampusLabs.com to receive your Assessment Credential Certificate.