

# Building Self-Confidence & Enhancing Assessment Learning Through Campus Colleagues

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# Overview

- Introductions, Overview & Learning Outcomes
- Literature Review & Research Framework
- The Assessment Colleague Team (ACT) Project
- Findings from the Research Study
- Implications & Recommendations for the Future
- Closing, Q&A & Reflection Question



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# Learning Outcomes

As a result of participating in this session, participants will:

- Define self-directed learning.
- Identify techniques in andragogy to enhance assessment learning of student affairs professionals.
- Describe how to navigate evidence-based practice changes through assessment colleague teams.
- Articulate methods of using colleagues to make assessment part of daily practice.



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# Reflection Prompt

What do you hope to gain from this morning's experience?



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# Literature Review & Research Framework

## Self-Directed Learning

- 1) Enhance the ability of adult learners to be self-directed in their learning
  - Encourage learners to seek resources
- 2) Foster transformational learning as central to self-directed learning
- 3) Promote emancipatory learning and social action as an integral part of self-directed learning
  - Learners reflect critically about reason for learning



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# Literature Review & Research Framework

## Self-Directed Learning – Spear & Mocker

Four inferences about self-directed learning:

1. Triggering event for a learning project stems from life circumstances
2. The changed circumstance that provides resources and opportunity for learning
3. The structure, method, resources, and condition for learning that are directed by circumstance
4. The learning sequences that progress as the circumstance created in one episode become the circumstance for the next step.



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# Literature Review & Research Framework

## Self-Directed Learning – Grow

### Stages:

- Dependent learner-need someone to give them explicit directions and are dependent on their instructor
- Interested learners- learn through motivation and complete assignments when they see the purpose of the assignment. Instructor serves as a model and motivator
- Involved learners- see selves as participants in their learning, more confident and have sense of direction. Instructors serve as facilitators in student learning. Share in decision making with students and guide them to the right tools to enhance their learning
- Self-directed learners- set their own goals. Instructor may or not be involved with development of those goals.



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# Literature Review & Research Framework

## Colleague-to-Colleague Research

- May believe they do not have the expertise in the assessment, evaluation and research fields. Hence, mentors may help student affairs professionals to learn new skills (David, 2010).
- Mentoring has proven to increase satisfaction, productivity and active involvement (Winston & Creamer, 1997).
- Peer-to-peer networks focus on mutual relationships with both parties giving and receiving assistance with a mutual goal.



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# Reflection Prompt

With a foundational knowledge of adult learning principles, how am I or how can I apply this to daily practice?



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# The Assessment Colleague Team Project

- Need for program development as identified by Vice President for Student Affairs and Associate Vice President for Student Life Cluster
- Pilot Project
  - Student Life Cluster Directors/Assistant Directors Retreat – June 2014
- Call for Participants (July 2014)
  - Student Life Cluster – unclassified & master's-level graduate students
    - Office of International Student Services
    - Office of Persistence & Retention
    - Office of Residential Life
    - Memorial Union
  - Intentional placement/pairings
    - Nobody from the same office
    - Nobody who is hierarchical above this person



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# The Assessment Colleague Team Project: Colleague Networks in Learning

- Cross-functional team with varying levels & representative from all 4 units within Student Life Cluster ( $n = 12$ )
  - Mid-level professionals:
    - Director of Residential Life
  - Entry-level/new professionals:
    - Coordinator of Diversity Affairs
    - Coordinator of International Student Admissions
    - Coordinator of Student Involvement & Greek Life
    - Residence Hall Directors (2)
    - Occupancy & Administrative Specialist for Residential Life
  - Master's-level graduate students:
    - Graduate Assistant for Family & Transfer Engagement
    - Graduate Assistant for First Year Experience & Orientation
    - Graduate Assistant for Persistence & Retention
    - Graduate Assistant for Student Programs
    - Graduate Assistant for University Activities Board



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# The Assessment Colleague Team Project: Funding

- Grant funding through FHSU Vice President for Student Affairs Mini-Action Project
  - Monthly gift cards for colleague pairs to Starbucks (\$5 per person) or lunch (\$10 per person)
  - Travel for external researcher to conduct exit interviews in May
  - Assessment supplies and materials to complement conversations
- 2014 NASPA Region IV-West #sagives Mini-Grant



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# The Assessment Colleague Team Project: Program Logistics

## ACT Colleague Kick-off (August 2014)

- Purpose & Introduction
- Expectations
  - What will we actually do?
- How can I be a colleague?
- Introducing the Colleague Contract
  - Completion of Colleague Contract
  - Accountability
- Goal-setting
- Introduction of *optional* monthly sessions



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## ACT TEAM CONTRACT

Team Name: \_\_\_\_\_

Team Members:

1) \_\_\_\_\_

2) \_\_\_\_\_

### Team Procedures

1. Day, time, and place for regular **team meetings**:
2. Preferred method of **communication** (e.g., e-mail, cell phone, wired phone, Blackboard Discussion Board, face-to-face, *if possible*) in order to inform each other of team meetings, announcement, updates, reminders, problems:
3. Method for setting and following meeting **agendas** (Who will set each agenda? When? How will team members be notified/reminded? Who will be responsible for the team following the agenda during a team meeting? What will be done to keep the team on track during a meeting?):

### Team Expectations

#### Work Quality

1. **Realistic Level of Communication Standards** (What is a realistic level of quality for colleague conversations, collaborative writing, individual research, preparation of drafts, peer reviews, etc.):

#### Team Participation

1. Strategies for encouraging/including ideas from both team members (team maintenance):



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# Question 1

*Why did you join the ACT Colleague Program?*

Open Response

practice skills helps people brett facilitation  
**assessment** wanted department  
understanding afterwards get food sounded **gain**  
meet expand asked **idea** affairs specifically help  
data experience assesment also **like** enhance  
**better** knowledge outside lot look design  
understand assessments incorporate **learn** routine  
improve daily using assess interesting work joined  
student hoping



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## Question 2

*What are you hoping to learn from this program?*

Open Response

job improve **use** like formal practices student  
assess types results everyday **methods**  
**different** articulate planning  
**assessments** colleagues executing  
outside new part collecting successfully ways  
**better** terms **understanding**  
appropriately programming assesment afterwards make  
meaningful evaluate **gain** assement experience  
**assessment** want effective way  
learn find able overall effectively daily answers  
**data** activities



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## Question 3

*What are you most apprehensive about in this program?*

Open Response

direction **meet** take partner commitment  
knowledge campus experience going committing  
participate weak overall apprehensive amount output  
things **nothing** actual investing assessment skills  
consuming limited statistical enough fully  
**time** work many want program regularity  
worry much engaged



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# Question 4

*What are you most looking forward to?*

Open Response

colleagues group campus connections  
knowledge able gaining meeting  
better work help looking someone  
forward working get learn new know  
people snacks learning practices sharing  
increasing assessment order  
reach asses ideas everyday practicing bounce  
getting level



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# Reflection Prompt

What limitations exist on your campus to apply assessment learning via colleagues?



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# The Assessment Colleague Team Project: Mid-Semester Check-in (*September*)

- In thinking about assessment, how would you rate your skills on a scale where 5 is an assessment expert & 1 is an assessment beginner?
  - 50% - Assessment Competent (level 3)
  - 50% - Assessment Developing (level 2) or Assessment Beginner (level 1)
- Please rate your level of proficiencies in various assessment practices (*most commonly noted areas of desired growth*)
  1. Determining appropriate opportunities for using rubrics
  2. Integrating data from multiple data sources
  3. Survey implementation & administration (e.g., strategies for increasing response rates, use of incentives, etc.)
  4. Qualitative methods (interviews, focus groups, etc.)
  5. Creating & editing survey questions



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# The Assessment Colleague Team Project: Mid-Semester Check-in (*January*)

- Accountability of partners:
  - Mid-level professionals & graduate students – holding each other accountable
  - New/entry-level professionals – struggling the most
  - Johari Window (1955)

	Known to self	Not known to self
Known to others	Arena	Blind Spot
Not Known to Others	Façade	Unknown



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# The Assessment Colleague Team Project: Year-to-Year Data Comparisons (*February*)

- Accountable Participants – Goals were:
  - More measurable
  - Clearly articulated assessment plan
  - Stronger connection to Division’s strategic areas of practice
- Less Engaged Participants – Goals were:
  - Not measurable
  - Loosely related to Division’s strategic areas of practice
  - Slightly improved
    - On track for strong potential, just not as quick



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# The Assessment Colleague Team Project: Workshops & Resources for Colleagues

- Assessment-related resources provided to Colleagues
  - “Bloom’s Taxonomy Wheel”
  - “Selecting a Method”
- Optional workshops provided exclusively to Colleagues via Residential Life Administrative & Occupancy Specialist and Graduate Assistant for Leadership Studies
  - “What is Assessment?” (*Oct. 2014*)
  - “Writing Learning Outcomes & Goals” (*Nov. 2014*)
  - “Selecting a Method & Question” (*Feb. 2015*)



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# The Assessment Colleague Team Project: Closing the Loop (*May*)

- Closing individual interviews with external researcher
  - Basic foundational questions
  - Questions about the process of learning assessment
  - Questions about the nature of learning



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# Findings from the Research Study

- Assessment training prior to ACT
- Perception of assessment prior to ACT
- Perception of assessment after ACT
- Suggestions for improvement
- Challenges of mentoring & the partnership
- Resources used to learn assessment
- Colleague mentoring benefits



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# Findings from the Research Study

- Peer-to-peer meeting content
- Incidental learning
- Experiential learning
- Barriers to learning



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# Implications & Recommendations for the Future

- Re-focus the content of the opening kick-off to include enhanced learning techniques awareness IN ADDITION TO assessment content
- Role clarity - helping participants view themselves as a colleague rather than a mentor
- Development of workshops and training tools to advance the concept of self-directed learning through colleague relationships rather than dependent learning via large-group setting



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# Reflection Prompts

Where does a leadership gap exist on your campus with assessment learning? How you can fill it via your capacity?

How can you incorporate adult learning principles into assessment learning practice?



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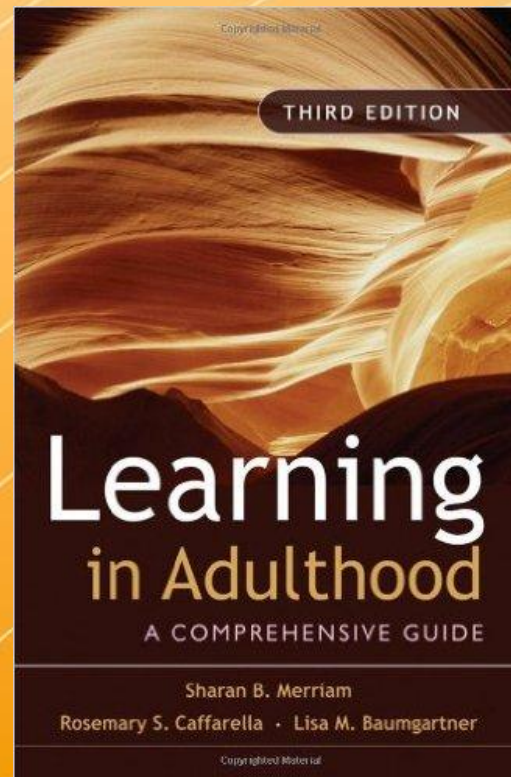
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# Book We Talked About

Merriam, Caffarella & Baumgartner (2007).

Learning in Adulthood: A Comprehensive Guide (3<sup>rd</sup> ed.).

ISBN 978-0787975883



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