Likert or not:
Evaluation is here to stay

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Learning Outcomes

By attending this session, participants will:

1. Critically consider the evaluation practices currently being used for their programs
2. Discuss and learn about creative and innovative approaches to conducting and sharing assessment
3. Leave with a custom, personalized evaluation plan for one program
Session Overview

1. Introduction
   – CAS Standards: Assessment Services
   – Waterloo Orientation’s Assessment History

2. Evaluation Types & Best Practices

3. Sharing Results

4. Data-based Decision Making

5. Successes, Challenges, Questions
CAS Standards: Assessment Services

Mission of Assessment Services (CAS):

- Develop comprehensive assessment programs
- Increase the institution’s knowledge about students, the educational environment, and institutional effectiveness
- Continuously improve student programs and services
Waterloo Orientation: Evaluation History

2011
- First-Year Student Survey
- Leader Training Post-Survey

2012
- First-Year Student Pre & Post Survey
- Leader Training Pre & Post Survey
- Orientation Leader Survey
- Orientation Check In Data
- Student Consultations

2013
- First-Year Student Post Survey
- Leader Training Pre & Post Survey
- Orientation Leader Survey
- Orientation Check In & Attendance Data
- Campus Partner Survey

2014
- First-Year Student Post Survey
- Leader Training Pre & Post Survey
- Orientation Leader Survey
- Orientation Check In & Attendance Data

Organizational changes to Orientation

Staffing changes to Orientation

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Evaluation Types: Brainstorm

On the front page of your handout, please take two to three minutes to make notes about a program that you are directly involved with, that you think needs a stronger evaluation process.

Make note of:
- Length of program
- Number of participants
- How you currently evaluate success
# Evaluation Types

<table>
<thead>
<tr>
<th>Method</th>
<th>Pros</th>
<th>Cons</th>
<th>Ideal For</th>
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| Attendance Data       | • Know who attended  
                     • Show trends over time                                            | • Need a system to track attendance, or else very time consuming  | • Measuring program uptake  
                     • Reaching out to absent students                               |
| Pre/Post Paper Surveys| • 100% response rate  
                     • Easy to fill out                                                | • Transcription time  
                     • Quantitative feedback only                                    | • Measuring learning outcomes  
                     • Stand alone sessions/events  
                     • Training sessions                                               |
| Online Surveys         | • As short/long as you want  
                     • Quantitative & qualitative feedback                             | • Traditionally low response rate  
                     • Time/Skill to analyze results  
                     • Survey fatigue                                                   | • Longer-term programs  
                     • Longitudinal measurement                                         |
| Focus Groups           | • More detailed qualitative feedback                                | • Need to focus on one-two topics  
                     • Transcription time                                                | • New events/programs  
                     • Specific demographic opinions                                     |
| Creative Solutions     | • Customized to your event/program                                  | • Trial and error to figure out “what works”                        | • Whatever you want!                                            |
Survey Best practices

- Demographic information
  - Age
  - Gender
  - Faculty/Program/Housing
  - Citizenship
- Double barreled questions
- Complete vs Incomplete responses
- Incentives
- Ethics
Sharing Results - Reflection

• Who?
  – Which people/offices would benefit from knowing about the results of your evaluation?

• What?
  – What information is relevant and meaningful to each partner?

• When?
  – At what point in the planning process will the information make the most difference?

• How?
  – Are there creative ways that you can share your findings?
Sharing results: How (Departmental reports)

Check In, by Housing (%)

Event Attendance, by Citizenship (%)

I made meaningful connections with my residence/off campus don (%)

I feel a part of my faculty community (%)

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It finally happened. You're here. At uWaterloo's Orientation, the most epic party days of your life! You're going to make new friends, get lost on campus (and then find your way) and bust into spontaneous group chants more than once. So who and what's behind this legendary event?

138 different events across campus

176 on and off campus dons

1,306 volunteer Orientation leaders

6,400 black & gold give-a-ways

28,000 slices of pizza — each student will eat an average of 4 pizza slices during Orientation

7,264 new undergraduate students

6,382 Canadians eh!
Sharing results: How (Student Staff training)

Why do you think there is such a discrepancy between leader and first-year student perception of having made connections with one another during Orientation?

70% FYS who want to know more about the City of Waterloo

62% FYS who were comfortable finding their way around campus by the first day of classes

76% FYS who feel a part of the University of Waterloo community

One of the goals of Orientation is to make students feel at home in their new environment – what are we currently doing well, and what can we improve upon?
Data-based decision making: Challenges

What challenges do you currently face in implementing change at your institution?

• Campus partner buy in
• Resistance to change/traditions
• Lack of information
• Politics
• Number of stakeholders involved
• Time
Data-based decision making: Solutions

- Creating a culture of evaluation
- Being open with the feedback you collect
- Using the feedback you collect
- Focus on one change at a time

One size does not fit all!
Data-based decision making: Examples

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Result</th>
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</thead>
<tbody>
<tr>
<td>Student Consultations (2012)</td>
<td>Warrior Welcome – new event</td>
</tr>
<tr>
<td>Campus Partner Survey (2013)</td>
<td>Campus Communication Plan Daily Orientation Update Videos</td>
</tr>
<tr>
<td>Orientation First-Year Survey (2013)</td>
<td>World of Waterloo – new event</td>
</tr>
<tr>
<td>Orientation Leader Survey (2013)</td>
<td>Improvements to online training program to make it more interactive</td>
</tr>
<tr>
<td>Orientation Leader Survey (2014)</td>
<td>Improved communication plan for leaders</td>
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</tbody>
</table>
Successes, challenges, & questions

What successes or challenges have you faced regarding evaluation at your institution?

What questions do you have?
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THANK YOU!
Please complete an evaluation of this session in Guidebook by clicking the link after the session description.