

How ED 795A Has Set me Up for Higher Education Assessment

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At the start of this semester, I thought I had an idea on what assessment meant, especially when it comes to assessing programs, departments, or areas of a collegiate campus. After learning about the basics and introductory aspects to assessment, I have learned that there is so much more to assessment than just learning how to adjust for the future. Reflecting on every aspect of what is being assessed and exploring all aspects of adjustment help make sure that the program or area being assessed is improved and beneficial to the students. Also noting that each year, the student body changes and so do the students in the university, so the program must be assessed regularly to make sure that the work being done is helping the students, and not continuing what past students needed.

Throughout this class, over the course of the semester, we also had opportunities to spend some time to journal our thoughts and growth of assessment and the program. This journaling is a great point to connect with assessment in that it is giving a record of what has gone on this past semester, for us to then reflect upon, assess our learning and growth, then adjust as we head into next semester. Maybe not everything that we learned can be connected, but this journaling provided opportunities for us as students to assess our growth and learning through the program and our work we are doing with students.

Reflecting on my time through this course, and all that I have learned and experienced so far, I can share that learning about assessment started to help me understand the processes and procedures of the Student Ability Success Center and general disability services for students, and how their services aid in the student experience (PLO 1, PLO 5, PLO 6, PLO 7, and PLO 8). My team and I started to explore how disability services are supporting students and proposed to

engage in meaningful outcomes-based assessment (PLO 5) on how the SDSU Student Ability Success Center is helping students, specifically through the lens of the TRiO Student Support Services aspect.

As I explored my original program goals I had set, I have not yet completed any that I had set for myself in this course, as with my internship course as well. From these original goals set, I have gotten closer to achieving the goal of “[working] with at least 4 different functional areas or departments in student affairs while in this program.” I have worked in 3 of 4 that I set myself to work with, and with the broadness of this goal, I will have achieved this goal at the end of this year by working with the Student Ability Success Center which will mark all 4 areas or departments I have worked with. I also had set and revised some of my goals at the end of my first year, where I re-evaluated them to be more attainable. From my new goals, I have yet to work on these through this course, but navigating this experience, I will build up my network within student affairs by working with the staff at the Student Ability Success Center to help “obtain a full-time role at San Diego State University prior to graduating with my degree.” This course will still engage in further work as I continue this course into Spring 2022 in ED 795B.

References

SDSU PELSA. (2021). *Curriculum*. ARPE | College of Education | SDSU.

<https://education.sdsu.edu/arpe/ma-student-affairs/curriculum>