

**How ED 795B Has Continued My Growth In Higher Education Assessment**

Kyle Hamlin

Administration, Rehabilitation, and Postsecondary Education; San Diego State University

**How ED 795B Has Continued My Growth In Higher Education Assessment**

At the start of this semester, I felt as though this course was the continuation of ED 795A as if the break didn't occur, which in many ways it is, but with the added work of preceding through with our assessment plan we made the previous semester in obtaining real-life outcomes. While I continued to learn about the additional aspects to assessment, I have learned how assessment is so ingrained in all the work that we do as practitioners and how it is a pivotal and vital part to making sure we are providing what the students need. As mentioned before and personally experienced, 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 truly helping the students, and not continuing what past students needed.

As this class was a continuation of the previous semester course ED 795A, we also continued with the mindfulness exercises to help with making sure we were thinking clearly and receptive to all the material. This semester I also took time to process an Interview Protocol for our assessment where we interview current staff/mentors on their experiences and from their point of view, as well as a feedback form that we provided the students to get their point of view. I helped with the interview protocol, which turned out to be easier than originally thought. When writing the questions for the interviews, we needed to find out what our different areas of impact are that we determined from our research. We found that access, advocacy, and support were areas that students were supposed to be receiving and so our two questions we had that surrounded these areas were: Does this program help determine the level of success for students with disabilities who need these support services? and How effectively does the TRiO-SSS program help students with disabilities persist to graduation? Having these questions in mind, we

created some interview questions around the areas we identified then aligned the questions to the research questions defined out of the research. We then sorted the questions into groups based on the direct information the interview questions were fitting in such as Introduction, Entry into TRiO-SSS, then Program Specific Questions. We then took this into our interviews through zoom, recorded the interviews, for coding and data analysis afterwards.

Reflecting on my time through this course, including my time back in the section in the fall, and all that I have learned and experienced so far, I can share that learning about assessment and proceeding through the interviews have really helped me understand how Student Ability Success Center and TRiO-SSS are connected as well as how disconnected they are, and how TRiO-SSS's services aid in the student experience (PLO 1, PLO 3, PLO 4, 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 yet found that TRiO-SSS is not actually connected to SASC. We found, through the interviews, that TRiO-SSS is just housed under SASC here at SDSU, and TRiO-SSS only serves students with disabilities, but does not provide or work with any of SASC's services. Although this isn't directly what we are researching, it adjusts our original research questions, and allows for us to discuss our train of thought and think about how this are could be better marketed and housed when we provide our suggestions as a result of this assessment.

As I explored my original and revised program goals I had set, I had continued to complete the goal of utilizing scholarly research. Granted, I had already completed this goal in

another course, but I have not completed any others from this course, this artifact, or continuing with the work I am doing right now. 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 somewhat achieved this goal by interviewing staff and working with students at the Student Ability Success Center, which will mark all 4 areas or departments I have worked with. From my revised goals, I have yet to work on these through this course as well, but navigating this experience, I have built upon my network within student affairs by working with the staff at the Student Ability Success Center.

### **References**

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

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