

"NOT ANOTHER SURVEY!"

Alternatives for Assessment



Kathleen Lis Dean, Ph.D.

Assistant Vice President for Student Development and Assessment



Session Goals

- Articulate the difference between direct and indirect sources of evidence.
- Identify appropriate tools and techniques to measure departmental or program learning goals.

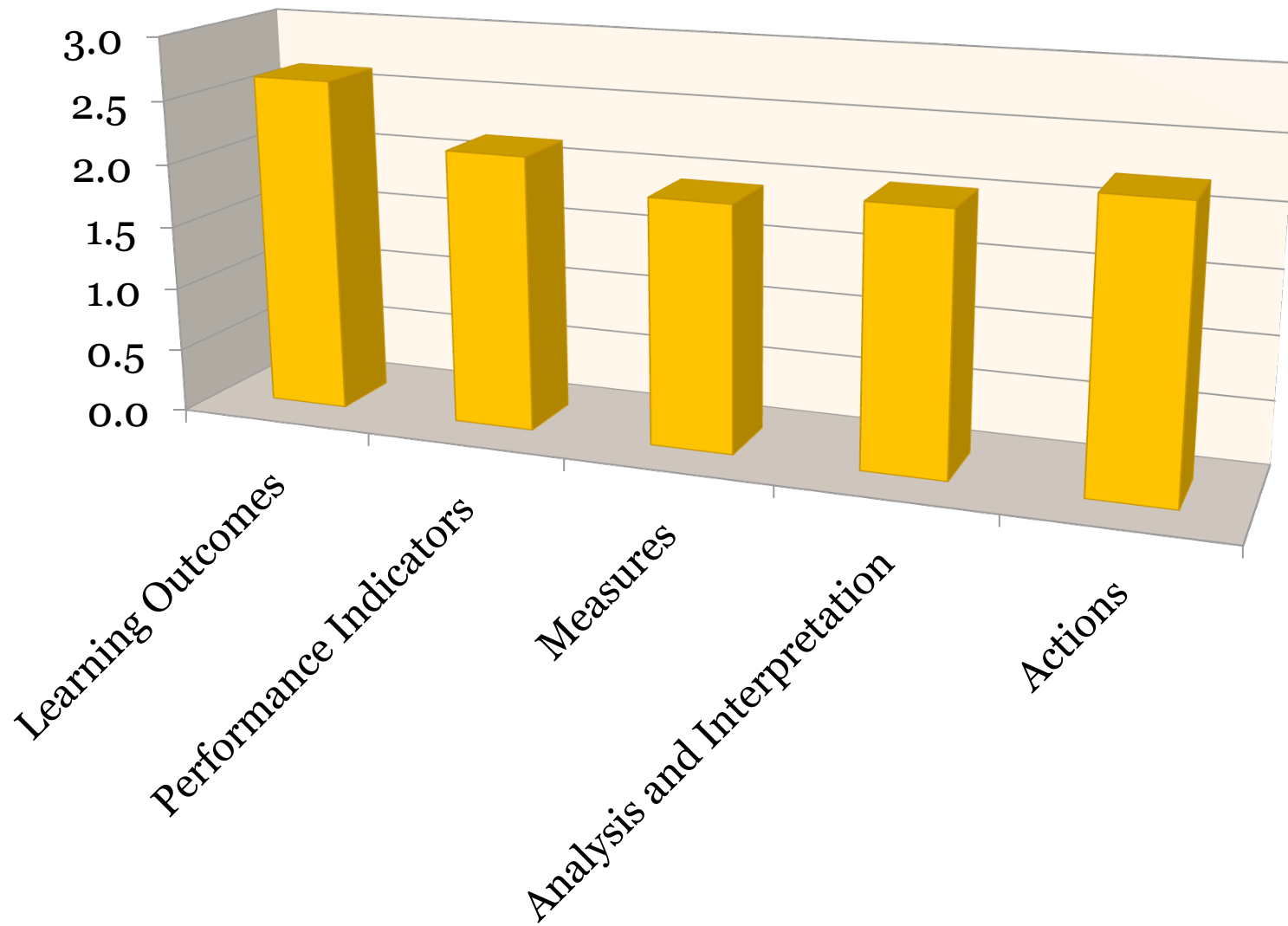
Assessment Cycle



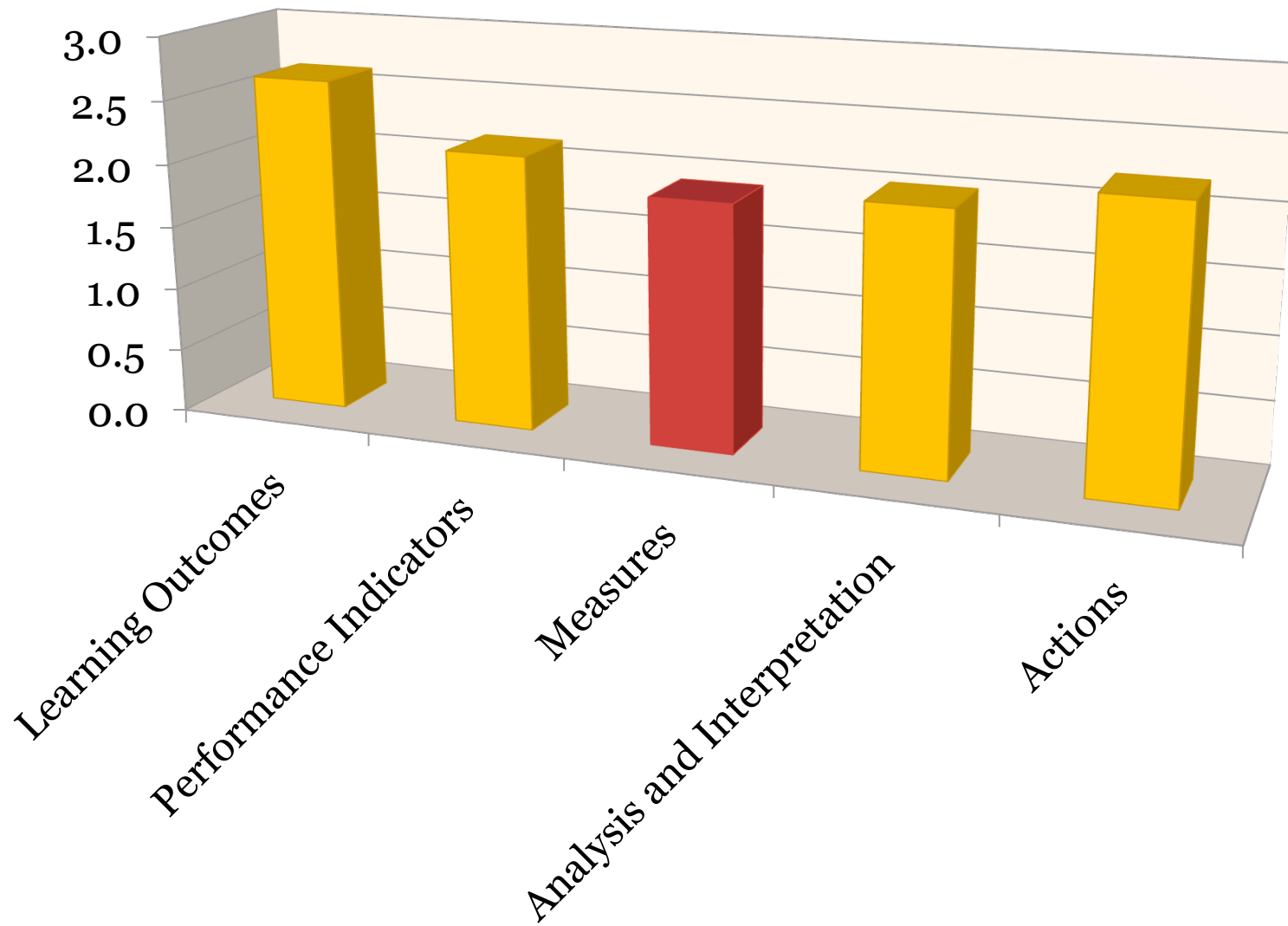
Assessment Cycle



Assessment Report Rubric 2010



Assessment Report Rubric 2010



Rubric for Measures

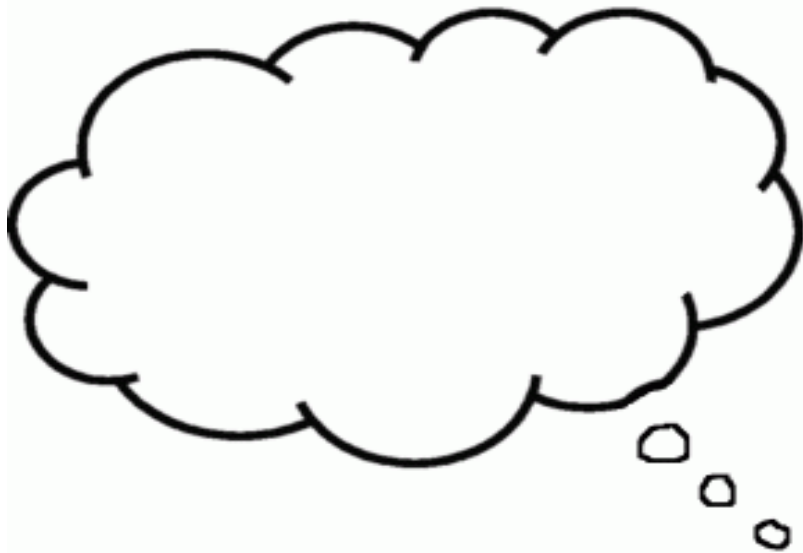
- Appropriately aligned with goals and indicators
- Map to intentional experiences
- Multiple measures identified and used
- Multiple methods

Methods and Tools for Gathering Evidence

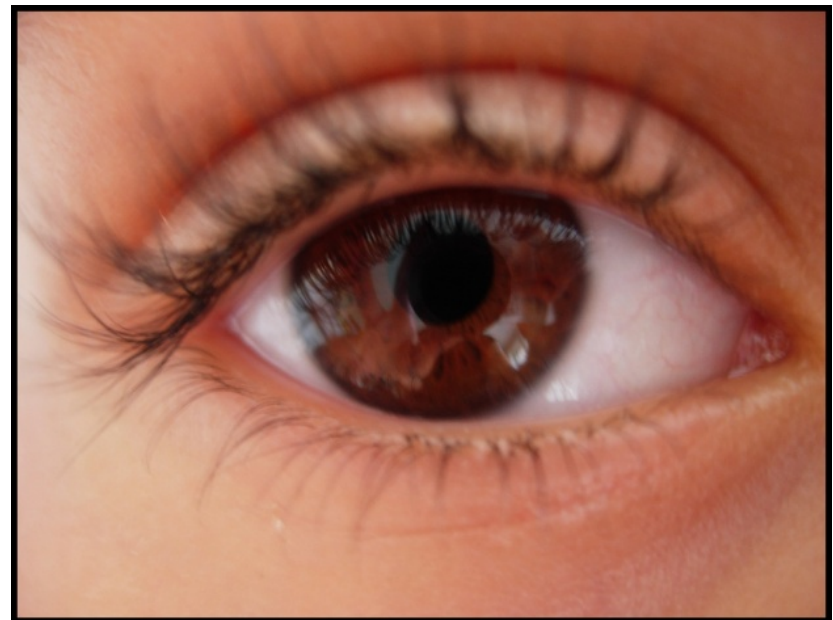


Sources of Evidence

Indirect



Direct



Quantitative Tools



Quantitative

TRACKING

- Demographics
- Extent
- Frequency

SURVEYS

- Satisfaction
- Perception



“Surveys that Serve”

- Match items to goals
- Use existing instruments
- Collaborate
- Design your own



Qualitative Tools



Interviews and Focus Groups

- Individual or group format
- Allows for flexibility and follow-up
- Depth and detail: experiences, opinions, feelings, and knowledge
- Resource intensive
- Requires trust





Example: Interview/Focus Group

Goal: Students will learn about community service activities and their benefits.

Interview or Focus Group Questions:

- What service activities do you know about?
- In which of these activities have you participated?
- How have you benefited from service?

Observation

- Detailed descriptions of activities, behaviors, and actions
- Less obtrusive than interviews or focus groups
- Requires access
- Resource intensive



Example: Observation

Goal: Resident assistants will effectively help students resolve conflicts.

Assessment Method:

- Develop or obtain rubric – conflict management, helping, communication
- Observe resident assistant working with resident(s) on a conflict.
- Rate observed behavior on a rubric.



Interviews, Focus Groups, and Observations

1. Develop research questions
2. Develop protocol
3. Logistics
4. Train facilitators/interviewers/raters

Embedded Assessment

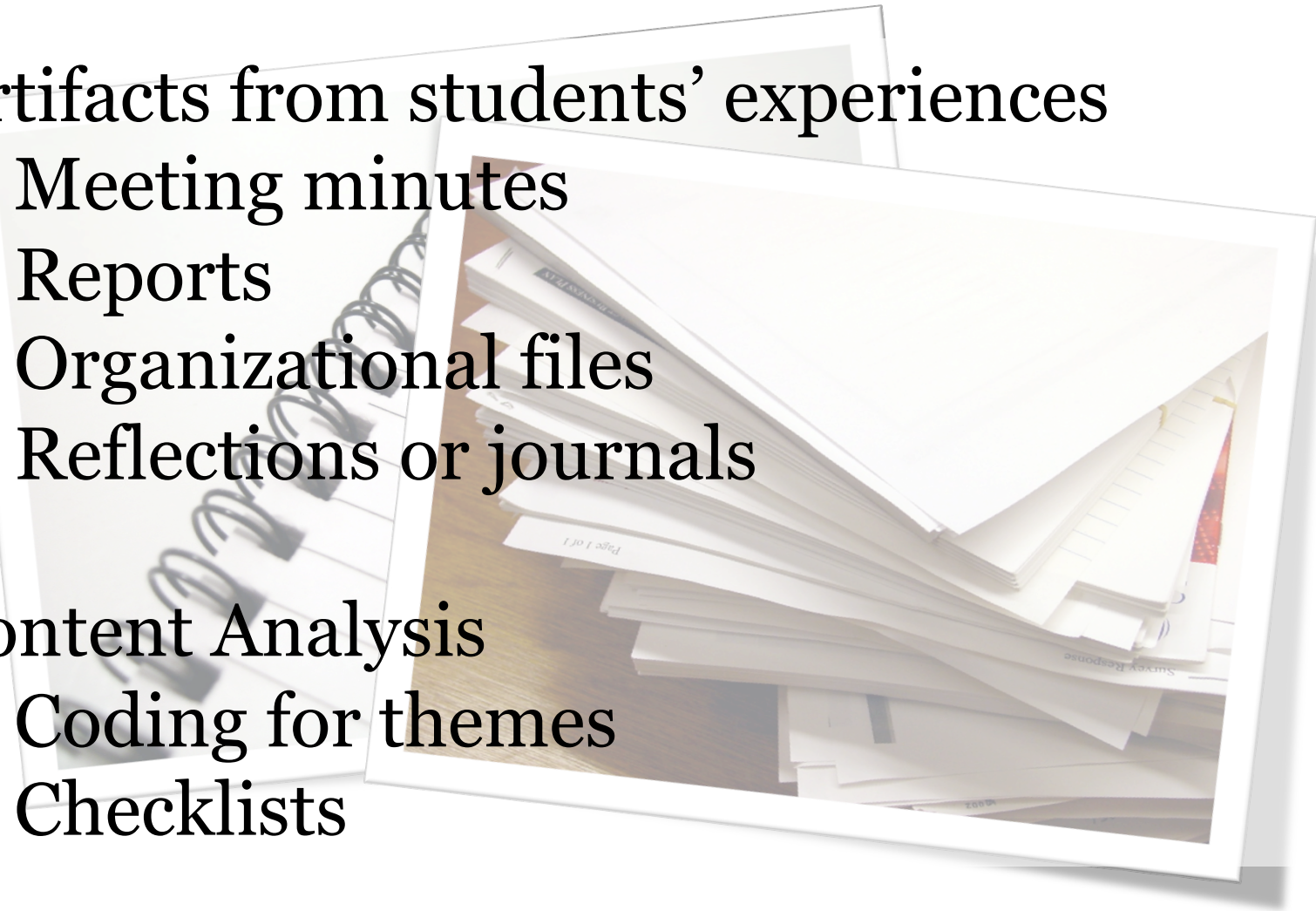
Learning Goal

Educational Experience

Assessment

Documents

- Artifacts from students' experiences
 - Meeting minutes
 - Reports
 - Organizational files
 - Reflections or journals
- Content Analysis
 - Coding for themes
 - Checklists



Example: Documents

Goal: Students in the conduct system will recognize their behavior and articulate options.

Assessment Method:

- Use document analysis to identify key concepts in conduct meeting notes, student reflections.

Compound Tools





Portfolios

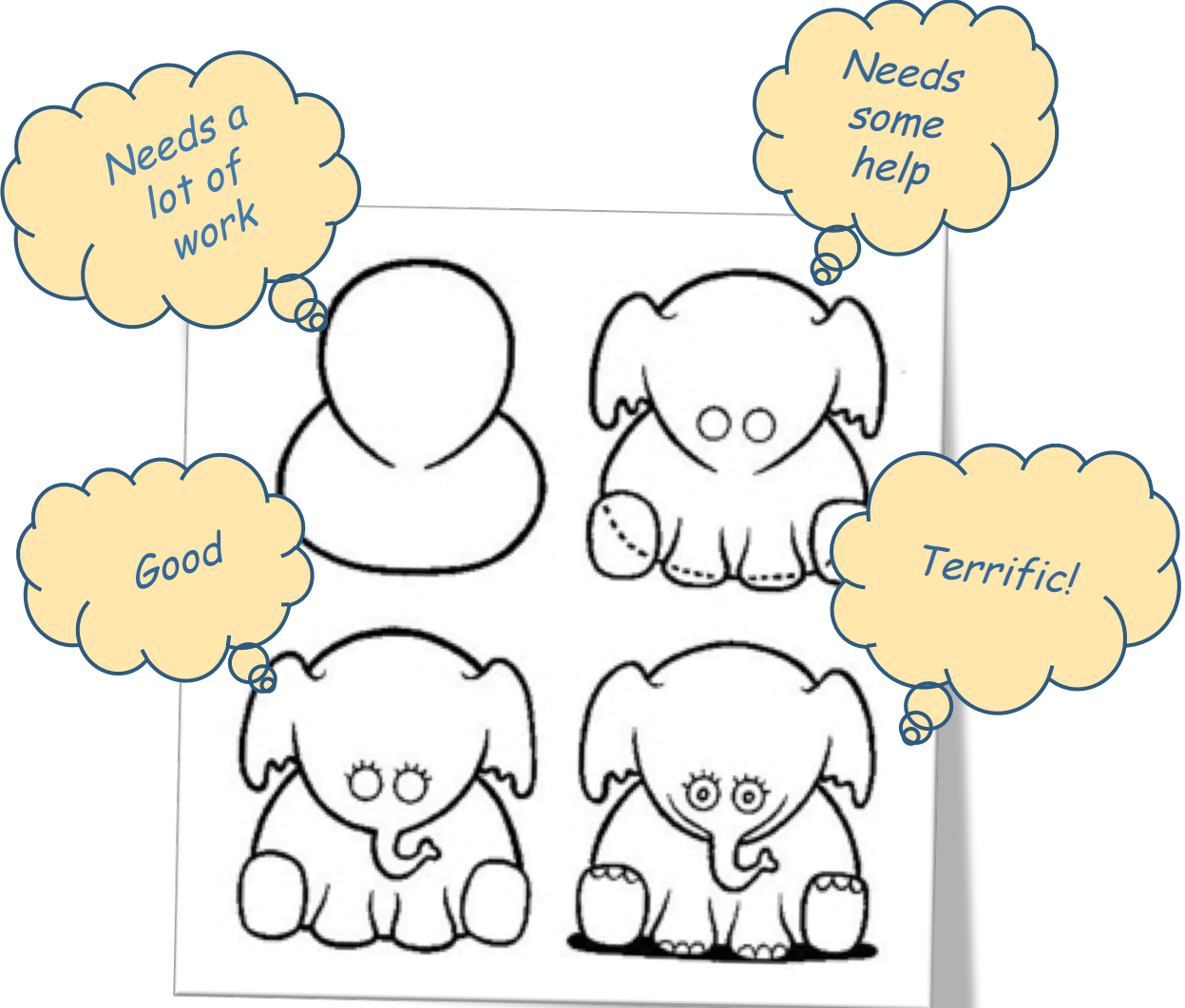
- Collection of artifacts
- Documents progression towards goals
- Opportunity for reflection and feedback
- Multiple outcomes: content, writing, etc.
- Electronic or paper
- Practical for students' career purposes

Case Study

- Use of documents and artifacts as an embedded activity
- Measure concepts, behaviors, traits
- Examples:
 - Solving an ethical dilemma
 - Group collaboration on program development



Rubrics



Types of Rubrics

- Checklist
- Simple list of criteria and rating scale
- Advanced descriptions of criteria

- Holistic
- Component



Examples: Checklist

- “During orientation, I...”
 - Met with my academic advisor
 - Attended Convocation
 - Participated in *PlayFair*
- Candidate demonstrated...
 - Listening to others
 - Resolving conflicts
 - Summarized discussion



Levels of performance

Criteria

**Descriptions
of criteria at
each level**

Example: Rubric for Leadership

	1 Developing	2 Meets expectations	3 Exceeds expectations
Self-awareness	<i>Student does not or cannot articulate skills, values, and/or goals.</i>		
Confidence		<i>Student articulates confidence in their leadership ability.</i>	
Ethics and Integrity		<i>Student can articulate values and describe how they <u>could</u> act with integrity.</i>	<i>Student can articulate values and provide examples of acting with integrity.</i>
Collaboration			<i>Student regularly works with others and seeks multiple, diverse perspectives.</i>

- What new methods will you try to measure a learning goal?
- How can you combine a quantitative and a qualitative method to measure your learning goal?



“Begin with the end in mind” (Stephen Covey, 1989)

- **WHAT**
 - Make your stated goals measurable
- **WHERE**
 - Use your map
- **HOW**
 - Consider resources
 - Integration
- **WHO**
 - Audience
 - Partners
- **WHY**
 - Choose based on value, not ease





QUESTIONS

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