Assessment Technique Overview

Session Outcomes

- Articulate various assessment techniques
- Evaluate and apply techniques to department issues/questions

Paradox

- Overlap of
  - Collection, analysis, both
  - Quantitative, qualitative, both
  - Direct, indirect, both

Collection Techniques

1. Testing instruments
2. Quasi-experiments
3. Ratings of skills by advisor
4. Capstone/culminating experiences
5. Observation
6. Narrative/journaling
7. Portfolio
8. Visual collection
9. Tracking
10. Checklists
11. Surveys
12. Interviews
13. Focus groups

Testing Instruments

- Use of pre-created instruments to measure particular traits or domains
- Examples: Myers-Briggs Type Indicator, Moral Development Inventory, Collegiate Learning Assessment (CLA), Measurement of Academic Proficiency and Progress (MAPP)
- Participants are given score and compared to normative data
- Can be useful if measuring a specific area
<table>
<thead>
<tr>
<th>Quasi-experiments</th>
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<tbody>
<tr>
<td>- Seek to control variables by assessment design</td>
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<tr>
<td>- Can give confident results when implemented</td>
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<tr>
<td>- Can be resource intensive</td>
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<tr>
<td>- Not used often in education</td>
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<tr>
<td>- Pre-post test is most popular design</td>
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<table>
<thead>
<tr>
<th>Ratings of Skills by Advisor</th>
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<tbody>
<tr>
<td>- Advisor/supervisor rates skills of student</td>
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<tr>
<td>- Could be part of formal evaluation process</td>
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<td>- Helpful to have criteria for ratings</td>
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<thead>
<tr>
<th>Capstone/Culminating Activity</th>
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<tr>
<td>- Allows student opportunity to apply and demonstrate knowledge and skills from a variety of learning experiences</td>
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<tr>
<td>- May be a part of a course</td>
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<td>- May not necessarily be planned event</td>
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<tr>
<th>Observation</th>
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<tr>
<td>- Used to gather qualitative data in an unobtrusive way</td>
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<tr>
<td>- Need ongoing access to group you want to collect data from</td>
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<tr>
<td>- May take great deal of time to transcribe notes and analyze data</td>
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<thead>
<tr>
<th>Narrative/Journaling</th>
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<td>- Allows student to reflect on experience</td>
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<td>- Can be analyzed using a rubric or content analysis</td>
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<td>- Demonstrates writing skills, critical thinking skills, and can also provide insight into other types of learning</td>
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<tr>
<td>- Need to consider intent for student and intent for assessment</td>
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<th>Portfolio</th>
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<tr>
<td>- Way of documenting progression towards goals</td>
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<td>- Can be electronic or paper</td>
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<tr>
<td>- Used for a variety of learning outcomes</td>
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<tr>
<td>- Provides opportunity for reflection by student</td>
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<tr>
<td>- Allows for feedback from staff/faculty/other students</td>
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<tr>
<td>- Can serve as an archive</td>
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Visual Collection

- Captures images as the data to analyze
- Provides great detail
- May be easy to alter images
- Limited number of perspectives

Photo Journaling
http://www.usi.edu/depart/instr99%20reflex/index.htm

Visual Collection

“My favorite place to study is my dorm room although it is sometimes difficult to find a place on my desk for the computer so I just type on my bed. My second favorite place is Collis because I see people I know. This is followed by Starbucks because you can’t beat a Caramel Frappuchino and free wifi.”
- Becky

Tracking

- Simply tracking individuals served/affected
- Important to gather data in detailed way for future analysis
- Helpful to have an ID number to connect to other institutional databases
- Need a systematic electronic format

Checklists

- Mark activities you attended during orientation:
  - Meeting with Dean
  - Meeting with Advisor
  - “Real Buzz”
  - “Consensual Sex is Hot”
  - “Experiences”
  - Casino Night
  - Alumni Dinner

Checklists

- Mark group leadership characteristics candidate demonstrated:
  - Listened to others
  - Summarized what was said
  - Tried to reconcile differing opinions
  - Resolved conflicts
  - Tried to build consensus
  - Helped group move forward
**Surveys**
- Can be paper or electronic
- Used to collect data from many people quickly and easily
- Limited resources needed
- Unfortunately, this the default

**Interviews**
- Used to obtain detailed information and allow for direct follow-up
- Can be in person or on the phone
- Can gather rich data
- Need to develop trust with interviewee
- Takes a great deal of time to transcribe notes
- Takes a great deal of time to analyze data

**Focus Groups**
- Can be done in person or online
- Allow for direct follow-up
- Need to develop trust between moderator and participants
- Provide depth of answers, but lack breadth
- Can be time consuming to collect and analyze data

**Analysis Techniques**
1. Concept map
2. Quantitative analysis
3. Qualitative analysis
4. Content analysis
5. Rubrics

**Quantitative Analysis**
- Makes sense of the numbers
- Can be basic (counts) or sophisticated (hierarchical linear modeling)
- Faculty can be helpful

**Qualitative Analysis**
- Makes sense of the words and stories
- Can be basic (thematizing) or sophisticated (case ordered display meta-matrix)
- More process oriented than quantitative analysis
Content Analysis

- Used to pull themes from existing qualitative data
- Not difficult
- Can be time consuming to develop and then perform analysis
- Can be quantified if needed

Concept Map

- Used to demonstrate relationships and connections
- Can demonstrate critical thinking skills
- Allows user to be creative

Rubrics

- Set of criteria to judge student demonstration of learning
- Completed by rater or learner
- Can be holistic or component
- Can be an effective assessment tool, but underutilized

What’s Missing?
- Collection methods
- Analysis methods

New Tools?
- Any new tools to add to your toolkit?
- Thinking about assessment projects you are already doing, which new data collection methods do you think might be useful?

Questions
- Questions or comments?

Application
- Which techniques would you use to answer this question:
  - Are our students changing their attitudes, skills, or knowledge (learning) as a result of interactions with me or my office?

Collection Techniques

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Application
- Which techniques would you use to answer this question:
  - How effective is my office in fulfilling its mission?
Application

- Which techniques would you use to answer this question:
- What affects our students' ability to be academically successful?

Conclusion

"That's all Folks!"