Assessment 103

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Sanderson, 2007
Agenda

- Working with Learning Outcomes
  - How to measure?
  - Types of Assessment Methods
- Using Assessment Information in Decision-Making
Considerations about Methods

- What method(s) will get the data to answer the question you are asking?
- What level of reliability and validity are needed?
  - Reliability—consistency of measurement
  - Validity—measures what it purports to measure
  - Does it make sense and look like it measures what we want it to measure?
- What is the Timeliness, Cost, Motivation?
Assessment Planning

- Methods
  - Types
    - Survey
    - Tests
    - Performance-based Measures
    - Checklists
    - Interviews & Focus Groups
    - Rubrics
    - Institutional Data

Sanderson, 2007
Methods

- Survey
  - Self-reported information: Demographic/descriptive data, attitudes, opinions, values, experiences, behaviors, expectations, goals, needs
  - Dependent on accurate and honest recall

- Can be commercial and/or standardized
- Internally developed
Methods

- **Tests**
  - Cognitive or thinking information
  - Can include written and oral presentations of material
  - Can be commercial and/or standardized
  - Internally developed

What no multiple choice!! H-m-m-m??
Performance-based Measures

- Direct evidence of learning through performance.
  - e.g., projects, work samples, capstone experiences, direct observation.
- Must develop criteria for evaluating the performance.
Methods

- Checklists

  - Direct evidence of
    - presence,
    - absence,
    - frequency of a behavior.

  - Often used with direct observation, can be used also for content knowledge.

Sanderson, 2007
Methods

Interviews

Perceptions of experiences, stories, opinions, can be used to assess individual knowledge

Focus Groups

Perceptions of experiences, opinions, feedback on new product/service, etc.

Considerations: content, data and analysis, external credibility, time for analysis, transcription, selection of group members and facilitator(s)
Methods

Rubrics

- Used to score subjective-type measures of performance
- Involves prior determination of how performance will be rated
- Answers the question: What does a satisfactory rating look like?
Methods

Institutional Data

- Demographic information
- Enrollment
- Retention
- Migration
- Ethnicity/race
- Graduation
- Majors
- Post graduation success
- Success in subsequent courses, etc.
Using Assessment Information in Decision-Making and Planning

- Documentation is Important.
  - As a record.
  - To use as a guide for future decision-making.
  - To talk with constituencies we serve.
  - To use with staff and others.
  - To show progress to ourselves and our constituencies.
Using Assessment Information in Decision-Making and Planning

- Discussions with Staff.
  - Share results with all staff and in multiple formats.
  - Make results as transparent and public within the department as possible.
  - Openness can build trust and fosters the integrity of the process.
  - Department meetings, planning retreats, unit meetings.
Using Assessment Information in Decision-Making and Planning

- Discussions with Students and others
  - For students to invest time in our assessment efforts they must see the value
  - Sharing results and including them in conversations about how to make improvements based on data builds investment
Questions?? Comments??

OSU Student Affairs Research and Evaluation Web Site
http://oregonstate.edu/studentaffairs/assessment/index.html