



Getting Started with Assessment

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Today's Agenda

11:00-11:30 Step 1: Finding your purpose

11:30-12:00 Step 2: Writing Outcomes Part I

12:00-1:00 Lunch with some work

1:00-1:30 Writing Outcomes Part II

1:30-2:00 Step 3: Measuring Outcomes and
Selecting Data Collection Tools

2:00-3:00 Data Collection Beyond Surveys and
Self-Reports

Classroom Assessment Techniques

Existing Data/Document Analysis

Rubrics

Some quick starting points

Ground Rules:

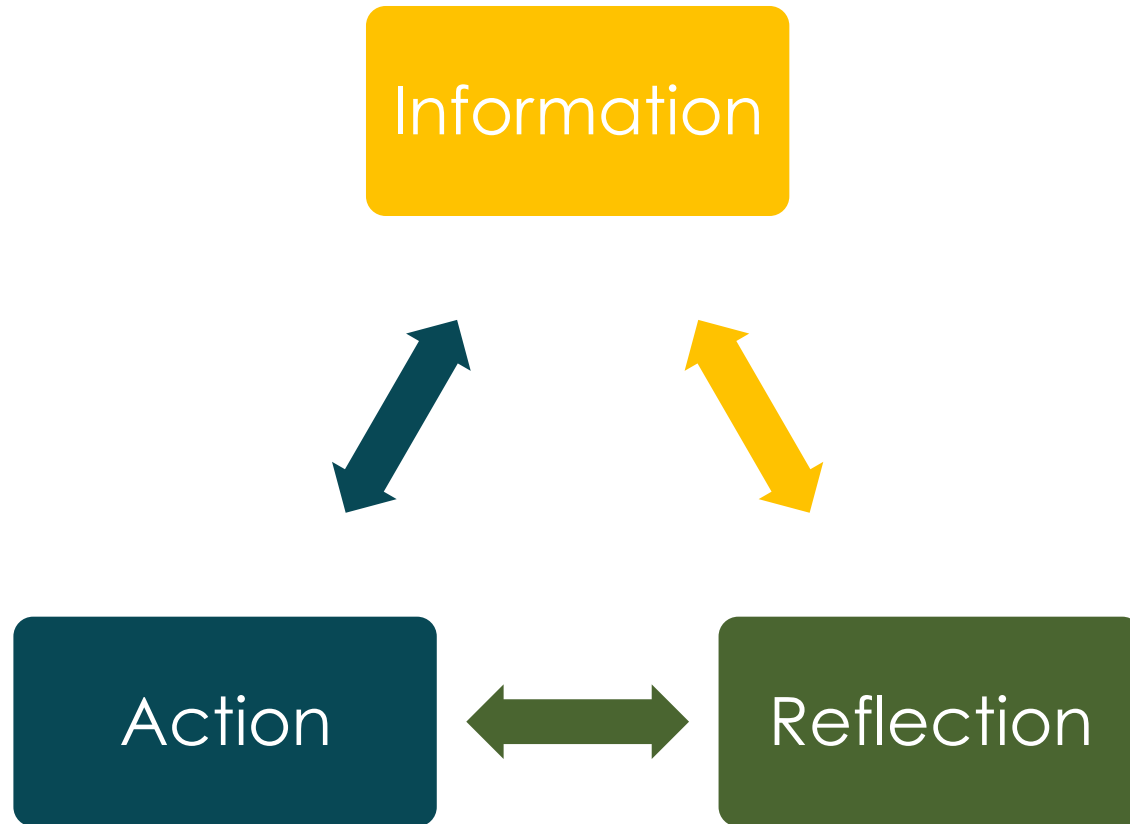
- Ask questions
- Use each other as resources
- Take risks
- Take breaks
- Be curious
- Share what you learn



“Assessment results can give us the courage to pursue new projects, improve existing ones, or generally inform our practice...Don’t fear the data! Use the data to facilitate learning.”

**- Rob Aaron, Indiana University-Purdue University
Indianapolis (IUPUI)**

Tell me about a time when you...

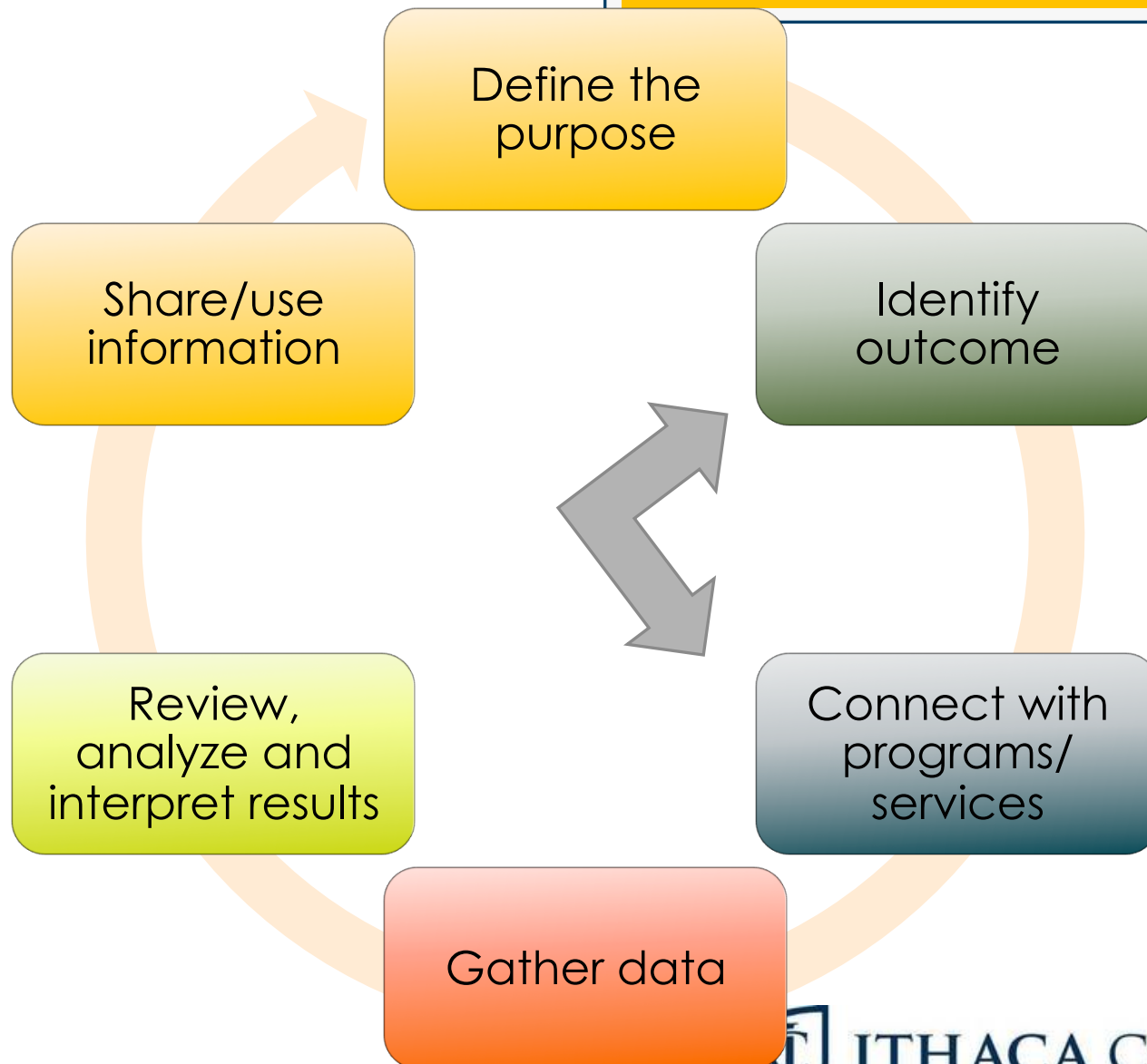


Good Assessment:

- Provide useful information
- Are focused, simple and cost effective
- Give us reasonably accurate, truthful information
- Systematic, transparent and consistent
- Fair and ethical
- Qualitative and well as quantitative

(Suskie, 2006, p. 22-23)





Finding Your Purpose

**Assessment makes a difference when it begins
with issues of use and illuminates questions that
people really care about**

- Assessment in Practice, by Trudy Banta, p.2

Why Find our purpose?

Roots
assessment in
priorities

Focuses = not
assessment
everything

Planning =
varying
assessment
methods

Streamline and
plan resources
needed

More effective
instruments

Connects results
to actions faster

Guides data
analysis

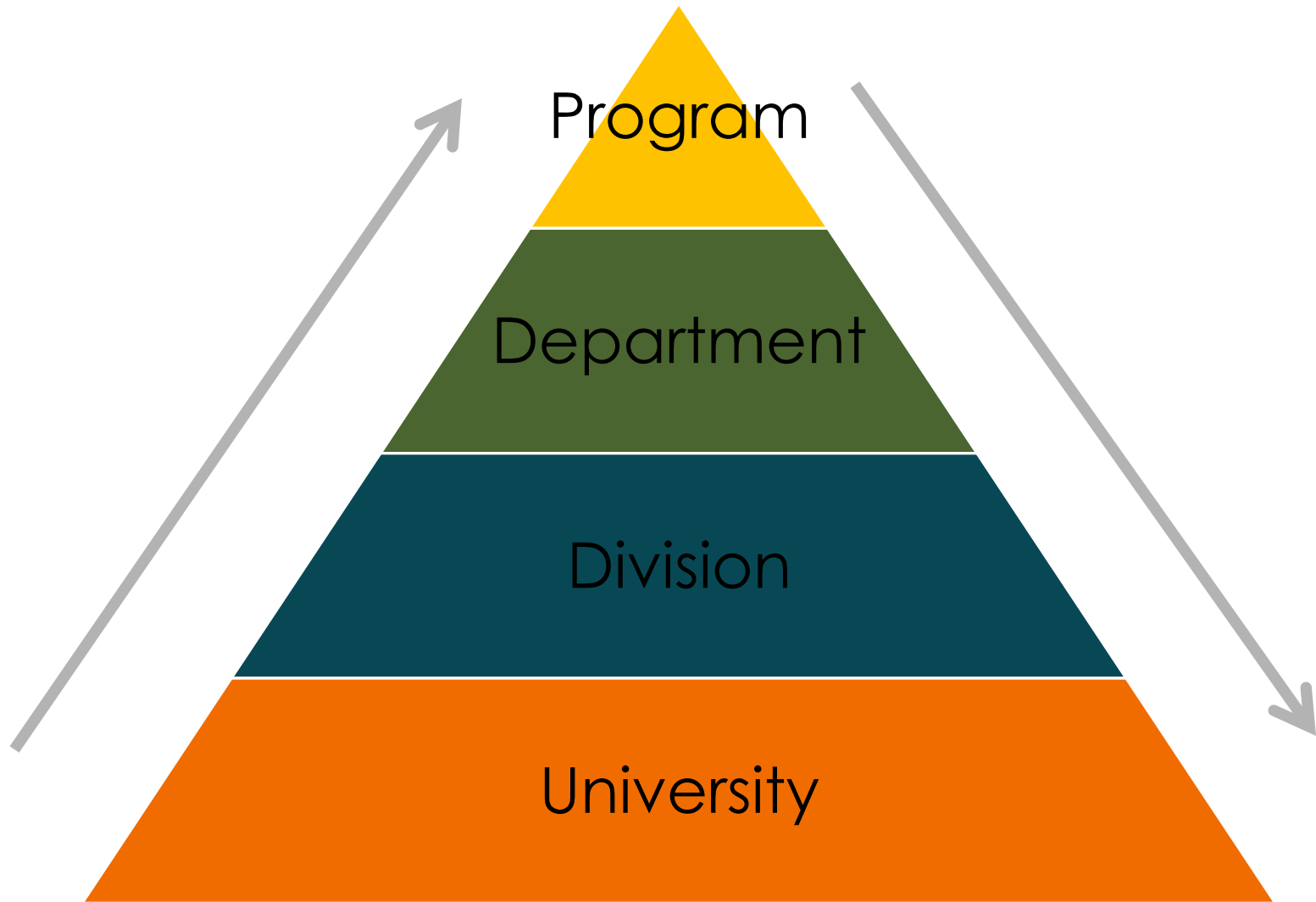
Ensures you're
getting the
data you need

Worksheet time...



Writing Outcomes

Where to start...



Learning outcomes

- Examine what a **student** (or other stakeholders) is to **know, think or be able to do**, as a result of the program, course, service.

Operational outcomes

- Examine what a **program or process** is to do, achieve or accomplish for its own improvement; generally needs/satisfaction driven.

A note about learning outcomes:

If you are planning on measuring learning it needs to be “attached” to a specific learning experience (e.g., a course, workshop, program) and not just as a result of a random interaction



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Types of Assessments



Identifying An Outcome

1. Based on your purpose what do you hope to:
 - Do differently?
 - Change in students or operations?
 - Learn?
 - Find out?
2. Is that operational or learning?



Writing Specific and Measurable Outcomes (S.M.A.R.T.)

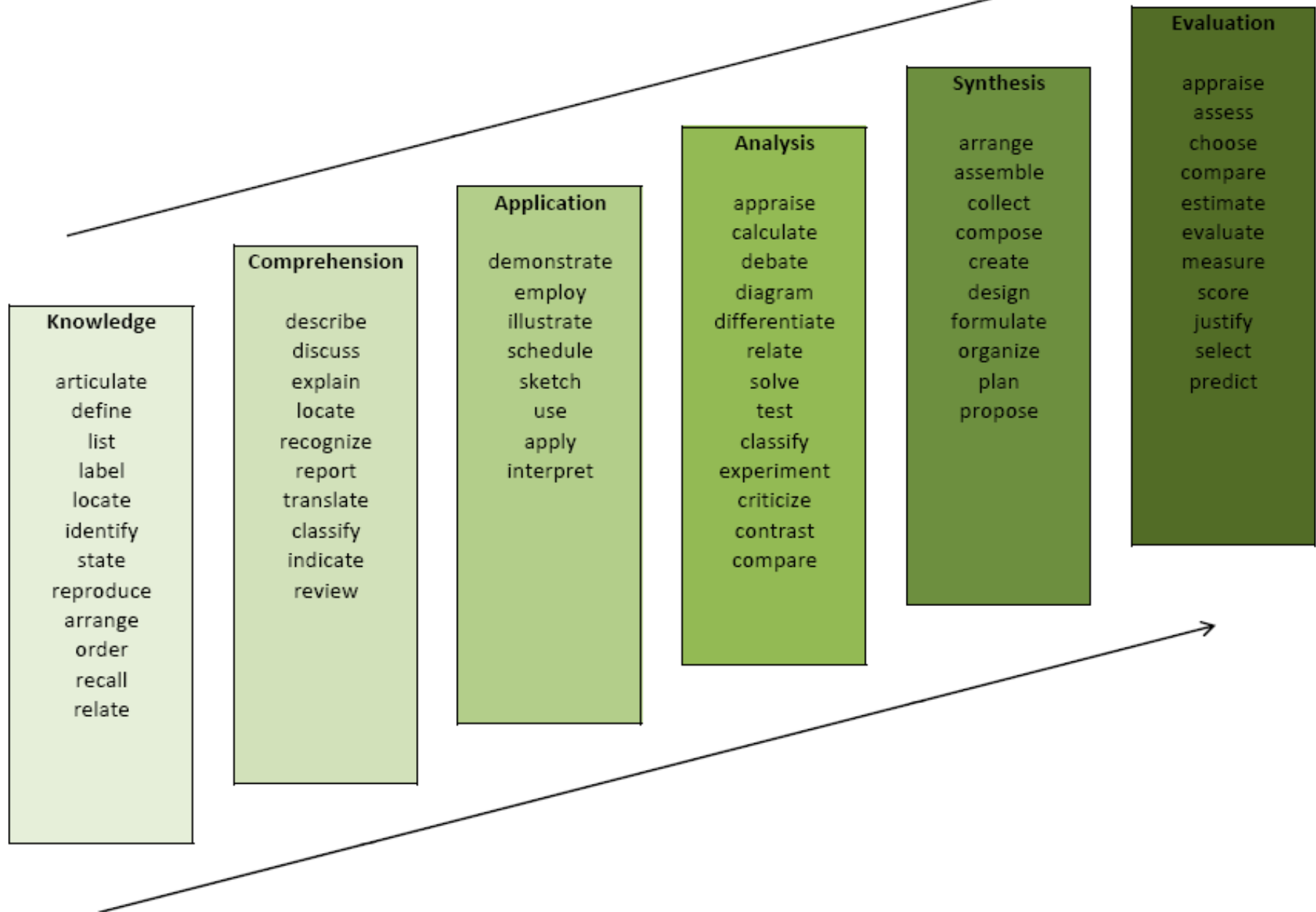
- **Specific** means that anyone can read your outcome and know exactly what you are hoping to accomplish.
- **Measurable** means that you can look at it and say, "This is how I plan to prove it."
- **Achievable** means you can accomplish this outcome in a specific time and place.
- **Relevant** means it is valuable to find out this information.
- **Time Sensitive** means that the outcome is happening within a specific period of time.

Here's a place to start for learning...

- **Time frame:** At the end of the study skills session...
- **Population:** participants will be able to...
- **Action verb:** identify...
- **Result:** three strategies to boost their reading comprehension.



BLOOM'S TAXONOMY - COGNITIVE



And for **operational**...

- **Time frame:** By the end of the semester...
- **Office/service to change:** Parking Services...
- **Action verb:** will increase...
- **Intended results/reason:** satisfaction through the increased number of parking spaces on campus.



Additional tips



Beware of “and”



Watch for trigger words like leadership, global citizen, critical thinking



Check for original purpose – many learning outcomes end up being operational

Worksheet time...



And ...



Testing out your outcome...

1. Write your outcome on a newsprint (leave room for comments, no name required)
2. Hang on the wall
3. Walk around, read outcomes and provide **constructive** feedback



Measuring Your Outcome

Given my outcome, what kinds of information will be useful to me?



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(Suskie, 2006, p. 22-23)



**“I suppose it is
tempting, if the
only tool you
have is a
hammer, to
treat everything
as if it were a
nail”**

(Maslow)



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Three elements to choosing a method...

- Bigger picture:
 - What information are you looking for? (type)
 - Direct/Indirect
 - Depth
 - Timing
 - Number
- Risk/Reward of different methods
- Design/Logistics

Direct Measures

- You can pick it up to measure it
- Data can be observed or tracked. Meant to be capture true measurement or goal achievement
- Ex: Watching RAs role play to assess ability to handle incident

Indirect Measures

- Approximate estimate of achievement
- Often asks people to reflect on experience (“self-report”).
- Ex: Asking RAs how confident they feel when handling incidents

Timing...

- ◉ Who do I need information from?
- ◉ Politically are their “pressures” or deadlines?
- ◉ How immediate is the need?



Formative vs. Summative



- Conducted after the program
- Makes judgments about quality, worth, or compares to standards
- Can be incorporated into future plans

Formative Assessment

- Conducted during the program
- Purpose is to provide feedback
- Use to shape, modify, or improve program

Summative Assessment



Quantitative

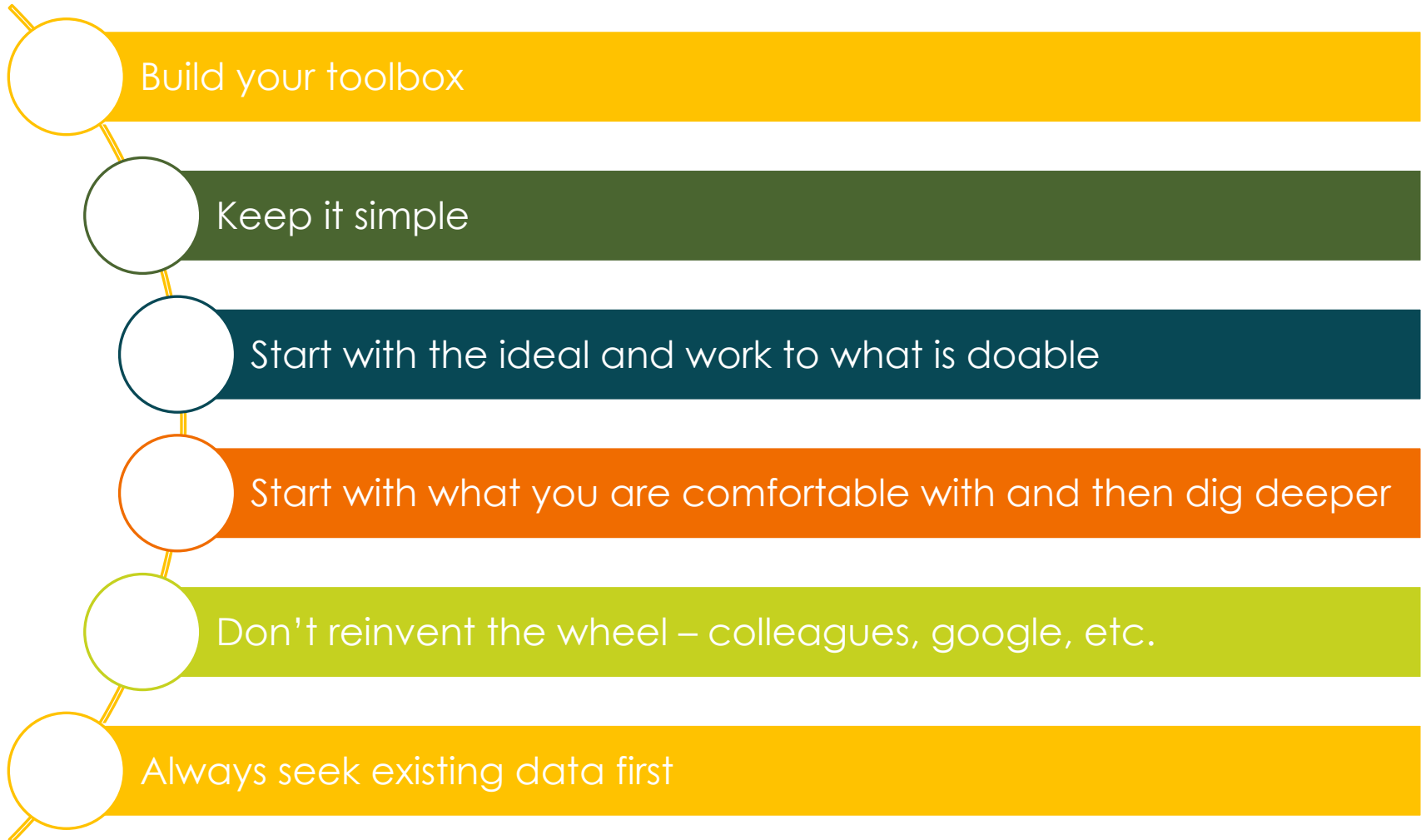
- Who, What, Where
- Lots of responses, but broad in nature
- “Lower level” learning

Qualitative

- Why, how
- Few responses but deep in nature
- “Higher level” learning



Tips to Choosing Methods...

- 
- Build your toolbox
 - Keep it simple
 - Start with the ideal and work to what is doable
 - Start with what you are comfortable with and then dig deeper
 - Don't reinvent the wheel – colleagues, google, etc.
 - Always seek existing data first

Not sure where to start?

- Choosing a methods worksheet can help
- Explore some options using that or ask around to see what others are doing
- Ask questions
- Find partners





And now let's do some
exploring!



Classroom Assessment Techniques (CATs)



CATs

Strengths:

- Efficient but effective way to discover “take away”
- Assessment completed as part of the experience
- Quickly identifies areas of weakness and success
- Can track changes over time
- Non-verbal in nature
- Captures participants' voices and opinions easily
- Short time commitment and low resources
- Provides immediate feedback



Challenges:

- Feedback is only as good as the prompt or planning of the exercise
- Intended to be short and quick
- Can be hard to interpret/ unable to ask follow-up
- Need to plan ahead of time
- Sometimes needs to be collected over time
- Can take some time to aggregate if needed

Types of CATs

Muddiest
Point

1-Minute
Assessment

Application
Cards

Pro/Cons List

Paraphrasing

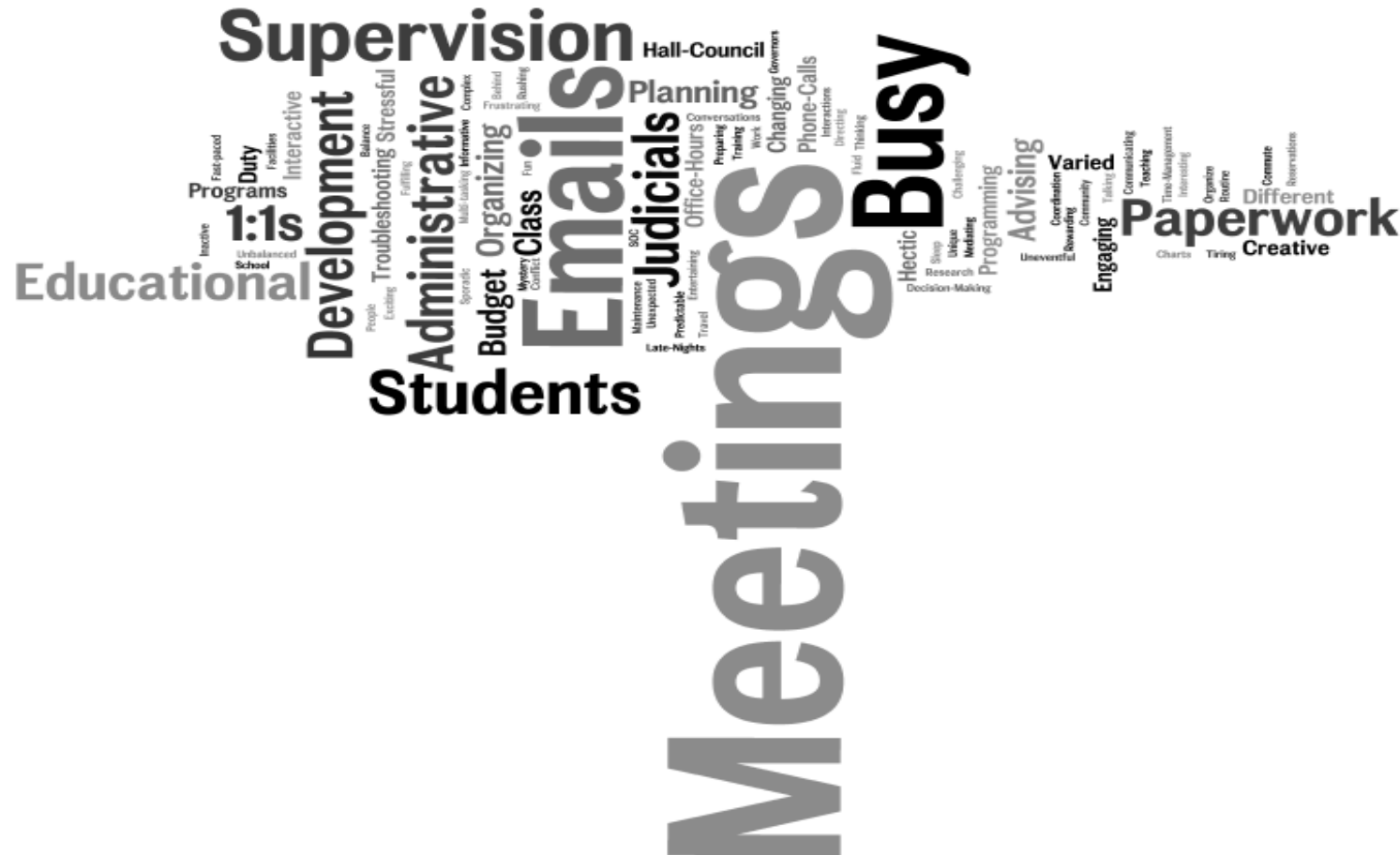
On-line
Comment/
Tag



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University at Buffalo
The State University of New York



Example:

Write 5 words/phrases that describe how you would ideally spend your time:



University at Buffalo
The State University of New York



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A great resource:

University of Texas at Austin, Instructional
Assessment Resources, Classroom Assessment
Techniques:

[www.utexas.edu/academic/ctl/assessment/iar/
teaching/plan/method/cats/](http://www.utexas.edu/academic/ctl/assessment/iar/teaching/plan/method/cats/)

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1 Minute Reflection:

What is one question you still have lingering from today that you would like answered...

Rubric

Student Self-Assessment Rubric



Exceeds

**I can do it without mistakes.
I can help others.**



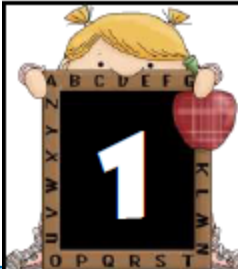
Proficient

**I can do it by myself!
I make little mistakes.**



Developing

**Sometimes I need help.
I am starting to understand.**



Novice

**I can't do it by myself.
I don't understand yet.**

Rubrics work best when...

- Opportunity to observe behavior
- Have “evidence” or recorded/documents sample
- When you have a hard time putting a number but can describe what “good” is





Rubrics



Strengths:

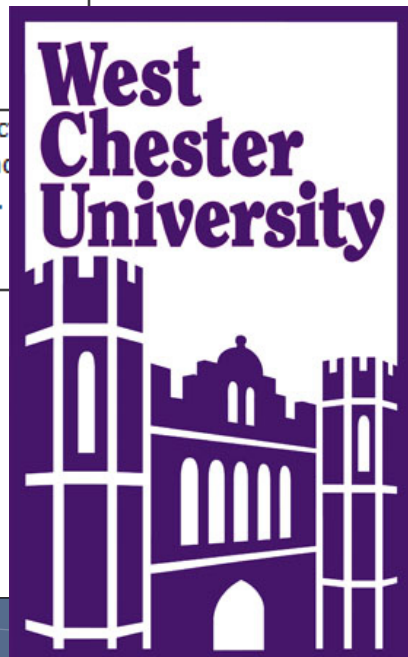
- Clearly states standards and expectations
- Used as a learning tool and an assessment tool
- Consistency in rating/grading
- Participant can use rubric to gauge his/her own performance
- Provides both individual and program-level feedback
- Provides both numbers and descriptive information

Challenges:

- Development takes time and often collaboration
- Training of raters
- Does not always fit with every assessment purpose
- Beware of inter-rater and intra-rater reliability
- Depending on technology resources, combining aggregate data can take time

Student Conduct Reflection Paper Critique

	Poor	Fair	Acceptable	Good
Understanding of Consequence	Does not articulate any understanding of how their decisions contributed to their violation or citation.	Articulates a vague understanding of how their decision contributed to their violation or citation.	Articulates a surface understanding of how their decision contributed to their violation or citation but lacks detail.	Articulates a clear and detailed understanding of how their decisions contributed to their violation or citation.
Better decision making	Does not explain how they could have prevented the situation through use of good decision-making skills.	Vaguely explains how they could have prevented the situation through use of good decision-making skills.	Clearly explains how they could have prevented the situation through use of good decision-making skills but lacking some detail or important elements.	<u>Clearly</u> and in detail explains how they could have prevented the situation through use of good decision-making skills.
Effect on community	Cannot articulate if or how their behavior affected the community.	Has an idea that their behavior affected the community but fails to describe if or how in any detailed manner.	Is able to state that their behavior did affect the community but lacks a clear understanding of how.	Is able to state that their behavior did affect the community and has a clear understanding of how.
Plan for future behavior	Cannot articulate plans for how they will change their future behavior.	Mentions changing future behavior but cannot explain what that means to them.	Articulates some behavior changes but lacks detail.	Clearly articulates specific
Connection to life decisions	Does not make a connection between the incident and making life decisions.	Has a vague understanding of the connection between the incident and how it relates to life decisions.	Can make a basic connection between the incident and they make life decisions.	ned





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Behind Closed Doors Rubric

	Beginning	Developed	Accomplished	Exemplary
Please rate the approach:	Does not have grasp of proper approach. Aggressive or inappropriate.	Staff approach is uncomfortable or awkward.	Staff approached situation in a calm and collected manner.	Handled superiorly displaying full knowledge of proper approach.
Please rate the assessment of situation:	Staff did not assess situation correctly, was inappropriate with handling.	Staff had trouble assessing situation but continued in a professional manner.	Staff assessed situation appropriately and proceeded in an acceptable manner.	Staff assessed situation and proceeded accordingly displaying greater knowledge than required.
Please rate the addressing concerns:	Staff ignored <u>residents</u> concerns.	Staff acknowledged <u>residents</u> concerns but was unable to come up with proper solutions.	Staff addressed concerns at the surface level and gave sufficient answers.	Staff addressed all concerns with superior knowledge and went beyond required response.
Please rate the policy violations:	Staff did not notice that any violations were occurring.	Staff noticed a violation was occurring, but was unable to clearly identify the violation.	Staff noted correct policy violations and was able to give accurate explanation of them.	Staff noted correct violations and thoroughly explained the policy and rationale for the policy.
Please rate the professionalism:	Staff was unprofessional throughout the situation and debriefing.	Staff was able to remain professional for majority of situation but faltered when it became difficult.	Staff remained professional throughout entirety of scenario but not during debriefing of scenario.	Staff was professional for entirety of scenario as well as debriefing showing humility and <u>teachability</u> .
Please rate the referral:				

Steps to Developing

List Dimensions

Search to see if one exists

Choose a model & scale

Create full rubric (e.g., descriptions)

Pilot and/or train raters

Structured Observation Guide

Resume Writing Checklist ✓

1. Your contact information is up-to-date ☐
2. The resume is tailored to the job you're seeking ☐
3. Summary is clear and compels employer to read on ☐
4. The resume is relevant to the position and contains position/industry related keywords ☐
5. Length of document is appropriate ☐
6. Document is free of grammatical and spelling errors ☐
7. Resume contains no personal information and no photos ☐
8. Font is in keeping with a professional business document. ☐
9. Paper (if mailing/personally delivering) is high quality. Color white/off white. ☐
10. Resume is not cluttered and is easy to read. ☐

http://www.avitacareermanagement.com/resume_writing_services.html

Holistic Rubric

Holistic Rubric Example

A supplement to an **Assessment**101 column, "Rubrics: What Are They Good For? Part II," from the October 2006 issue of ABET's *CommunityMatters* newsletter.

4-Exceeds Criteria	3 – Meets Criteria	2- Progressing to Criteria	1 – Below Expectations
<ul style="list-style-type: none">• Provides ample supporting detail to support solution/ argument.• Organizational pattern is logical and conveys completeness.• Uses effective language; makes engaging, appropriate word choices for audience and purpose.• Consistently follows the rules of standard English.	<ul style="list-style-type: none">• Provides adequate supporting detail to support solution/ argument.• Organizational pattern is logical & conveys completeness & wholeness with few lapses.• Uses effective language & appropriate word choices for intended audience & purpose.• Generally follows the rules for standard English.	<ul style="list-style-type: none">• Includes some details, but may include extraneous or loosely related material.• Achieves little completeness & wholeness though organization attempted.• Limited & predictable vocabulary, perhaps not appropriate for intended audience & purpose.• Generally does not follow the rules of standard English.	<ul style="list-style-type: none">• Includes inconsistent or few details which may interfere with the meaning of the text Little evidence of organization or any sense of wholeness & completeness.• Has a limited or inappropriate vocabulary for the intended audience & purpose.• Does not follow the rules of standard English.

Assessment Planning with Gloria Rogers, Ph.D.: www.abet.org/assessment.shtml
ABET's *CommunityMatters* newsletter: www.abet.org/newsletter.shtml

Rating Scale Rubric

Name: _____

Teacher: Miss Joy

Date: _____

Title of Work: _____

Skills	Criteria				Points
	1	2	3	4	
Helping The teacher observed the students offering assistance to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Listening The teacher observed students working from each other's ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Participating: The teacher observed each student contributing to the project.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Persuading: The teacher observed the students exchanging, defending, and rethinking ideas.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Questioning: The teacher observed the students interacting, discussing, and posing questions to all members of the team.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Respecting: The teacher observed the students encouraging and supporting the ideas and efforts of others.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Sharing: The teacher observed the students offering ideas and reporting their findings to each other.	<i>None of the Time</i>	<i>Some of the Time</i>	<i>Most of the Time</i>	<i>All of the Time</i>	—
Total Points					—

Analytic Rubric

PROJECT: STUDENT RESUME = _____ / 5 Points (6, 7, 8)

	NOT MET	APPROACHING	MET
MARGINS	Needs 1" margins.	Attempted to use 1" margins.	Used 1" margins.
FONT	Needs to use a font that is easy to read AND needs to use a fonts that are 10-14pt.	Needs to use a font that is easy to read OR needs to use a fonts that are 10-14pt.	Fonts are easy to read. Font and are at least 10-14 pt.
FORMAT	Resume is not easy to read and does not follows a suggested template.	Resume is somewhat easy to read and somewhat follows a suggested template.	Resume is easy to read and follows a suggested template.
CONTENT	Information needs to be organized.	Information is somewhat organized.	Information is organized.
SPELLING	Needs to correct major spelling errors.	Needs to correct minor spelling errors.	Spelling is correct.
WORD PROCESSING SOFTWARE	Needs some additional instruction to: <ul style="list-style-type: none">- set margins- use alignment- use font inspector- add bullets- Use Space / Return appropriately	Needs little additional instruction to: <ul style="list-style-type: none">- set margins- used alignment- used font inspector- added bullets- Use Space / Return appropriately	Able to use independently. <ul style="list-style-type: none">- set margins- used alignment- used font inspector- added bullets- Use Space / Return appropriately
OVERALL			

Steps to Developing

List Dimensions

Search to see if one exists

Choose a model & scale

Create full rubric (e.g., descriptions)

Pilot and/or train raters

Brainstorming Time...

- Create rubric dimensions, a scale and a few descriptions for a topic.





Existing Measures

Existing Measures

- ◉ Data that has been collected for another purpose
- ◉ Could be quantitative or qualitative
- ◉ Usually in the form of tracking information, documents, summaries, reports





Existing Measures



Strengths:

- Do not have to take the time to collect data (saves time and \$\$)
- Pre-determined response rate
- Cuts down on “survey fatigue” and other concerns

Challenges:

- Gaining access to data
- Reliant on reliability of the source
- Can't follow-up (non-responsive)

Example:

- Do deaf/hard of hearing students have different needs and therefore need additional staffing in the residence halls?
- Literature Review – Chickerings Vectors
- Time Spent Analysis of professional staff (Outlook calendars)
- Judicial Hearing Statistics
- Hall Director Duty Logs
- Intervention Team Statistics



Brainstorming Time...

- What do you have already collected that you can use for your assessment needs?



Additional Resources:

- ◉ University of North Carolina Greensboro Student Learning Outcomes Resources:
<http://sa.uncg.edu/assessment/assessment-resources/student-learning-outcomes/>
- ◉ Dartmouth College Outcomes Development:
<http://www.dartmouth.edu/~oir/assessmenteval/tools/outcomedev/index.html>
- ◉ University of Arizona Assessment Toolkit:
http://studentaffairs.arizona.edu/assessment/toolbox_toolkits.php

Additional Resources

- ◉ Successful Assessment for Student Affairs: A How-to Guide – Kim Yousey-Elsener, PaperClip Communications
- ◉ Assessment: Data Collection and Reporting, Kim Yousey-Elsener, PaperClip Communications
- ◉ Planning and Assessment in Higher Education – Michael Middaugh, Jossey-Bass
- ◉ Assessing Student Learning – Linda Suskie, Jossey-Bass
- ◉ Council for the Advancement of Standards (CAS) - <http://www.cas.edu/>