Non-survey Methods Of Assessment

Avoiding Survey Fatigue

Purpose

Learn at least three different methods of assessment other than surveys.

Learn the pros and cons of various assessment methods.

What is Assessment?

"Assessment is any effort to gather, analyze, and interpret evidence which describes institutional, departmental, divisional, or agency effectiveness..."

Why do we do assessments?

"…for the purpose of improving student learning and development."

(Upcraft and Schuh, 2001)

Why is it important to do assessments in Student Affairs?

- Improve programs and services
- Improve student learning
- Strategic Planning
- Provide evidence of student learning

What type of data do you need to tell your story?

Qualitative vs. Quantitative

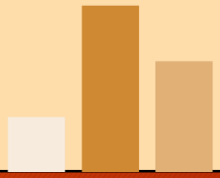
Formative vs. Summative

Direct vs. Indirect

Qualitative vs. Quantitative

QUANTITATIVE

- Focuses on numbers/numeric values
- Information about quantities that can be measured and written down with numbers (ex: number of students who visit your office, attendance)



QUALITATIVE

- Focus on text/narrative from respondents
- looks for patterns in non-numerical data that is measured with our senses (sight, smell, touch, taste and hearing)
- Ability to capture “elusive” evidence of student learning and development

Formative vs. Summative

FORMATIVE

- Conducted **during** the training
- **Monitors** student learning
- Purpose is to provide feedback
- Use to shape, modify or improve the program in the moment

Examples:

Pop quiz *Show of hands*

Instant student response system

SUMMATIVE

- Conducted **after** the training
- **Evaluates** student learning
- Makes judgement on quality, worth, or compares to standard
- Can be incorporated into future plans

Examples:

Final exam *Final Paper*

Capstone portfolio *Exit interview*

When the cook tastes the soup, that's formative; when the guests taste the soup, that's summative.

– *Robert Stake*

Direct vs. Indirect

DIRECT

- Any process employed to gather data which requires students to **display/demonstrate** their knowledge, behavior, or thought processes
- Provides evidence of student learning

Examples:

Test/quizzes, papers, presentations

INDIRECT

- Any process employed to gather data which asks students to **reflect** upon their knowledge, behaviors, or thought processes
- Provides evidence of students' attitudes, perceptions, and experiences

Examples:

Satisfaction surveys, reflections, focus groups

What's the most common type of assessment?

https://www.timebridge.com.au/2016cartoons

Other forms of Assessment Methods

Student Response Systems

Interactive response systems using electronic devices such as smartphones or computers that offer instructors real-time feedback from their audiences.

campuslabs Data Driven Innovation

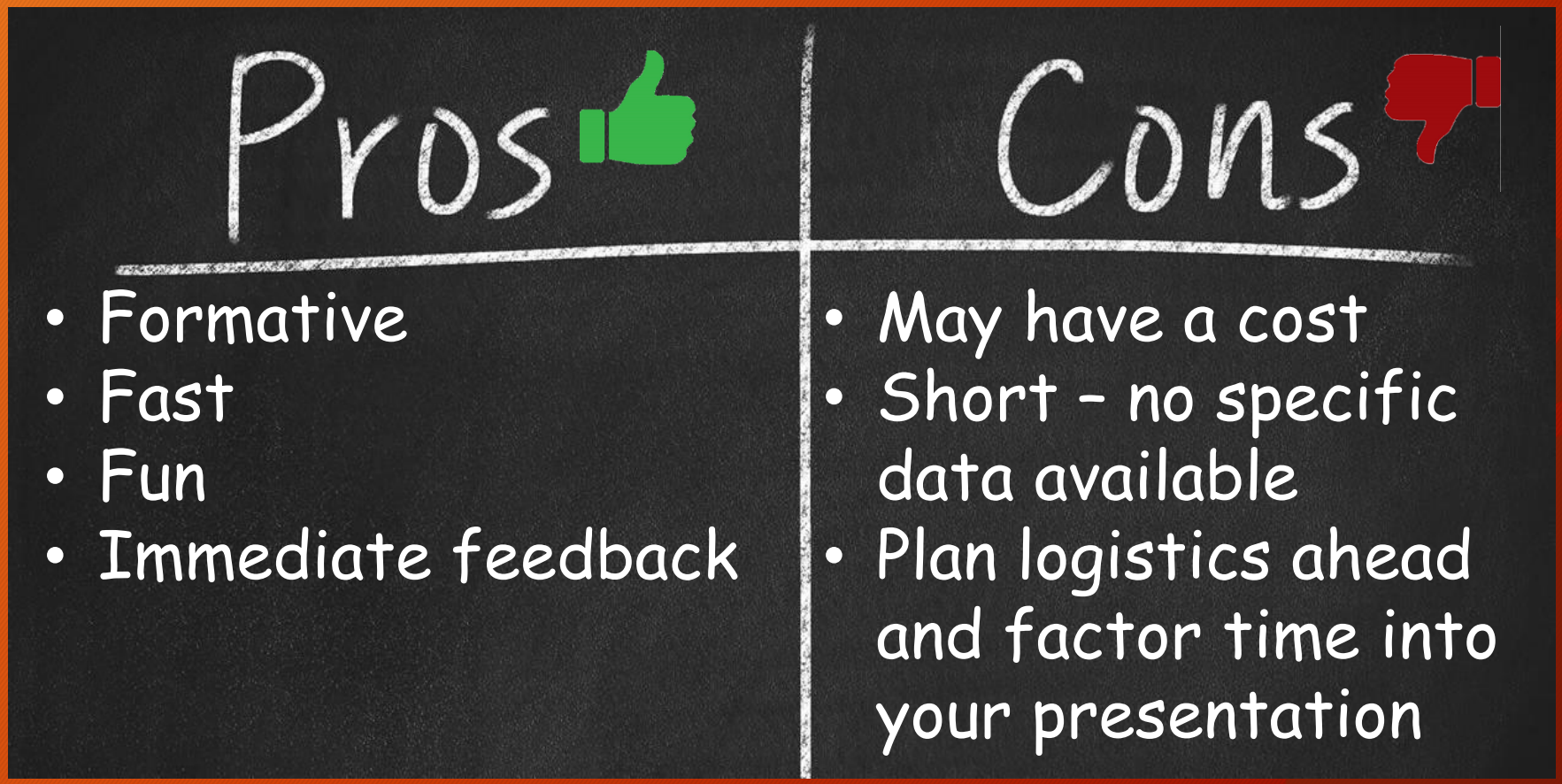
Poll Everywhere

Kahoot!

nearpod

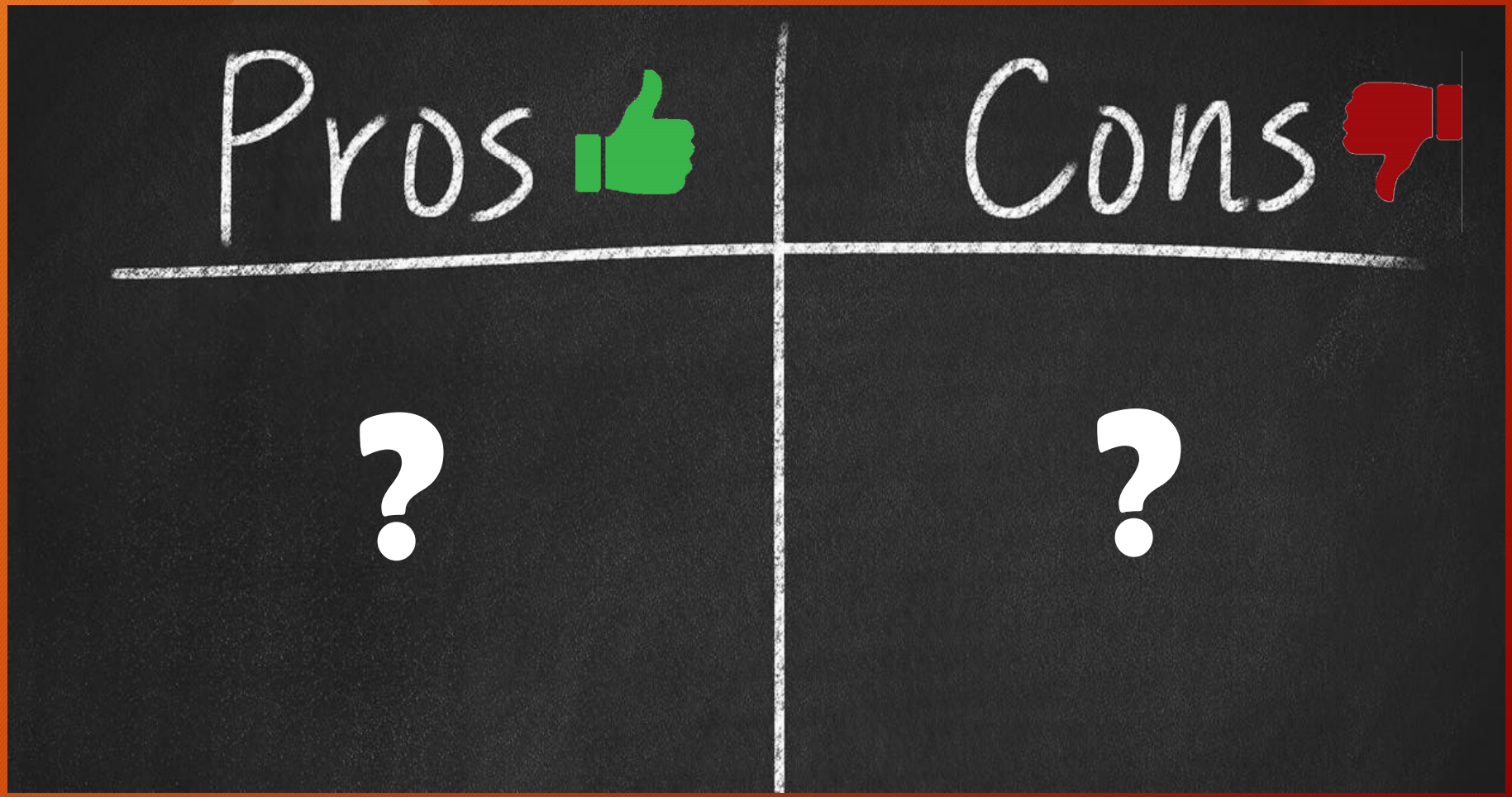
Kah??t!

Student Response Systems



Interviews

Interviews



Interviews

Pros

- Can gather rich data
- Is Flexible - can be in person, via phone, or videoconference

Cons

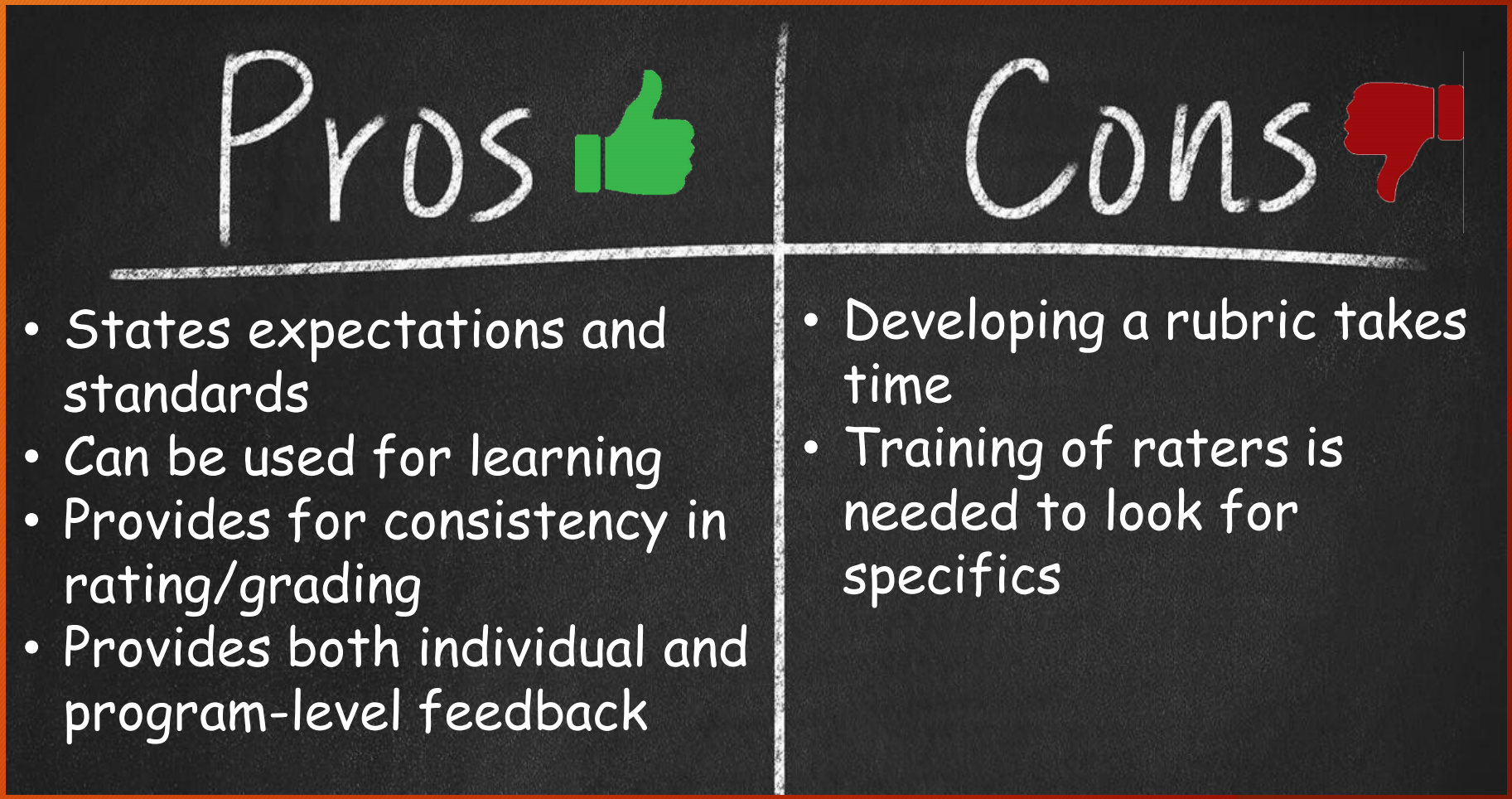
- Can be expensive
- Can be time-consuming
- Need to plan ahead

Rubrics

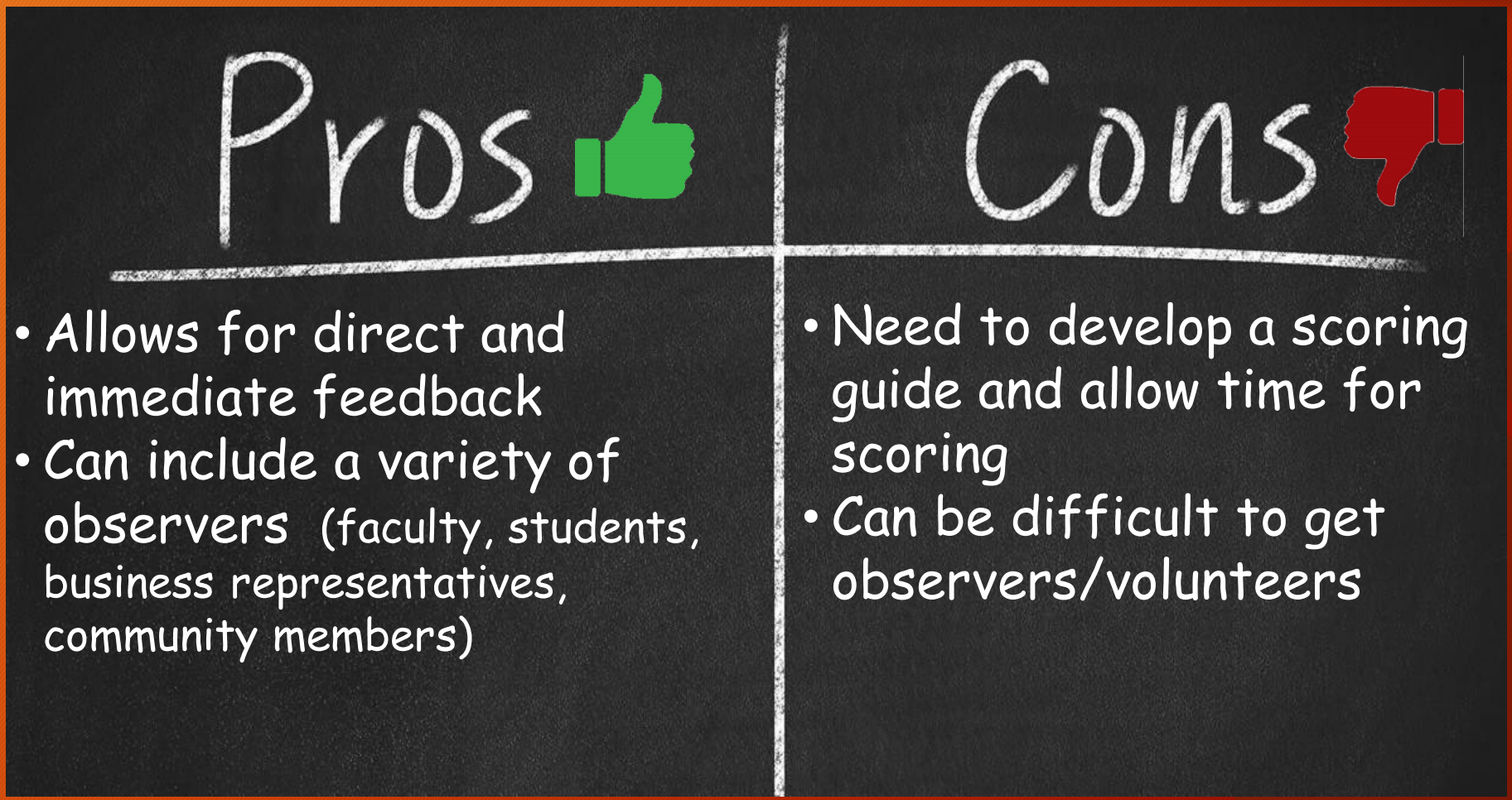
Communicates expectations
Provides both qualitative and quantitative information
Allows for timely and detailed feedback

- Can evaluate multiple achievement levels
- Can measure communication skills, performance
- Defines performance, achievement levels
- Gathers rich data
- Allows many to measure the same way

Rubrics


Pros
Cons
• States expectations and standards
• Can be used for learning
• Provides for consistency in rating/grading
• Provides both individual and program-level feedback
• Developing a rubric takes time
• Training of raters is needed to look for specifics

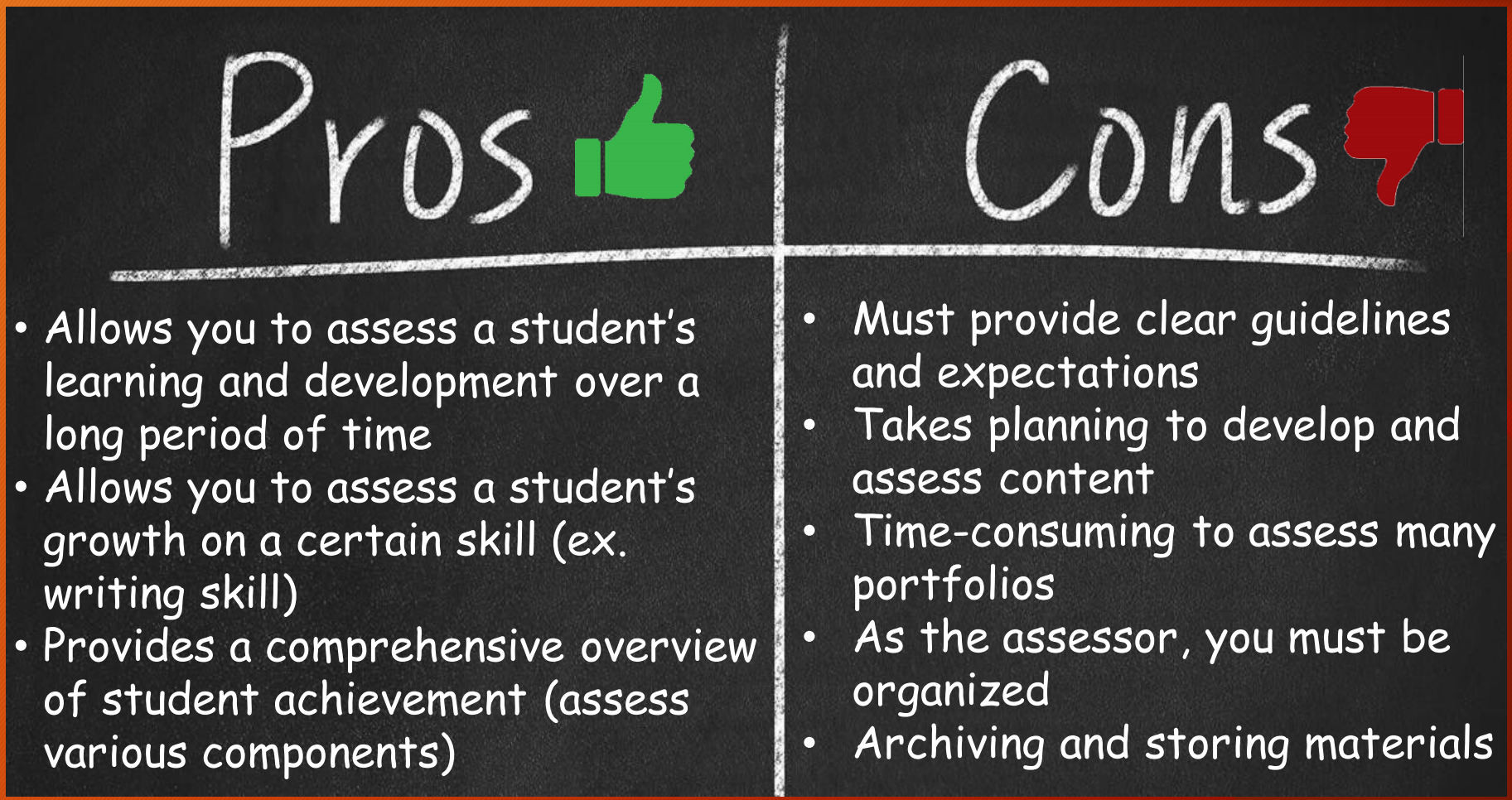
Observation



Portfolios

Portfolios include a collection of learning: reflections, photos, videos, podcasts, written work, other.

Portfolios


Pros
Cons
• Allows you to assess a student's learning and development over a long period of time
• Allows you to assess a student's growth on a certain skill (ex. writing skill)
• Provides a comprehensive overview of student achievement (assess various components)
• Must provide clear guidelines and expectations
• Takes planning to develop and assess content
• Time-consuming to assess many portfolios
• As the assessor, you must be organized
• Archiving and storing materials

Other Methods - Which one is right for you?

- Tests, exams, quizzes
- Focus Groups
- Word Clouds
- Reflections/Journals
- Self-assessment
- Review existing data
- Posters/Presentations
- Checklists

Take time to reflect…

- What do you want/need to show?
- Why do you need to show it?
- Who is the source of your data?
- How will you use the data?
- Who will need to see results?

Considerations for Choosing Data Collection Methods…

- Key questions
- Assessment person/team skills
- Resources
- Timelines
- Stakeholders preferred types of data
- Instrument validity
- Reliability
- Objectivity
- Cultural considerations

Tips from the experts

Do you have learning outcomes?

- Keep it simple
- Start with your learning outcomes
- Ask if the data already exists
- Start with the ideal design for your assessment, then work backwards to what is possible
- Get feedback from colleagues and CampusLabs

Resources

UTEP Division of Student Affairs: Impact Team

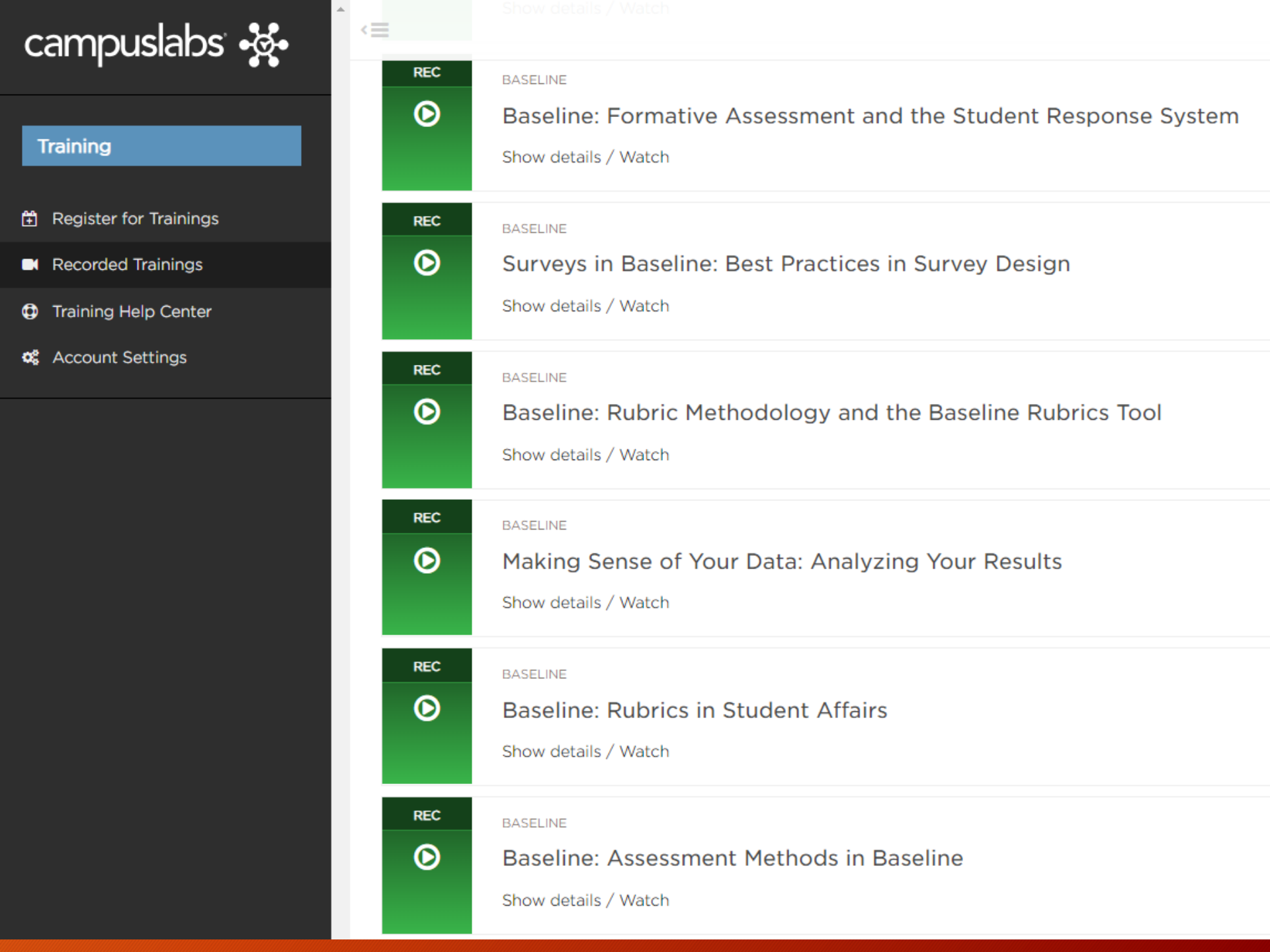
https://www.utep.edu/student-affairs/assessment/

campuslabs Recorded Trainings

https://training.campuslabs.com/help_center

Baseline: Assessment Methods in Baseline

https://training.campuslabs.com/recorded_training/baseline-assessment-methods-in-baseline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Training
Register for Trainings
Recorded Trainings
Training Help Center
Account Settings
REC
BASELINE
Baseline: Formative Assessment and the Student Response System
Show details / Watch
REC
BASELINE
Surveys in Baseline: Best Practices in Survey Design
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BASELINE
Baseline: Rubric Methodology and the Baseline Rubrics Tool
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BASELINE
Making Sense of Your Data: Analyzing Your Results
Show details / Watch
REC
BASELINE
Baseline: Rubrics in Student Affairs
Show details / Watch
REC
BASELINE
Baseline: Assessment Methods in Baseline
Show details / Watch

Questions?

Before you go…

Thank You

UTEP Division of Student Affairs Impact Team