

# Assessment Tools

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Student Affairs  
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# Session Outcomes

After this session, attendees will be able to:

- Summarize pros and cons to various assessment tools
- Select an appropriate assessment tool for their needs



# Workshop Overview

Why selecting assessment tools (and selecting the right one) are important

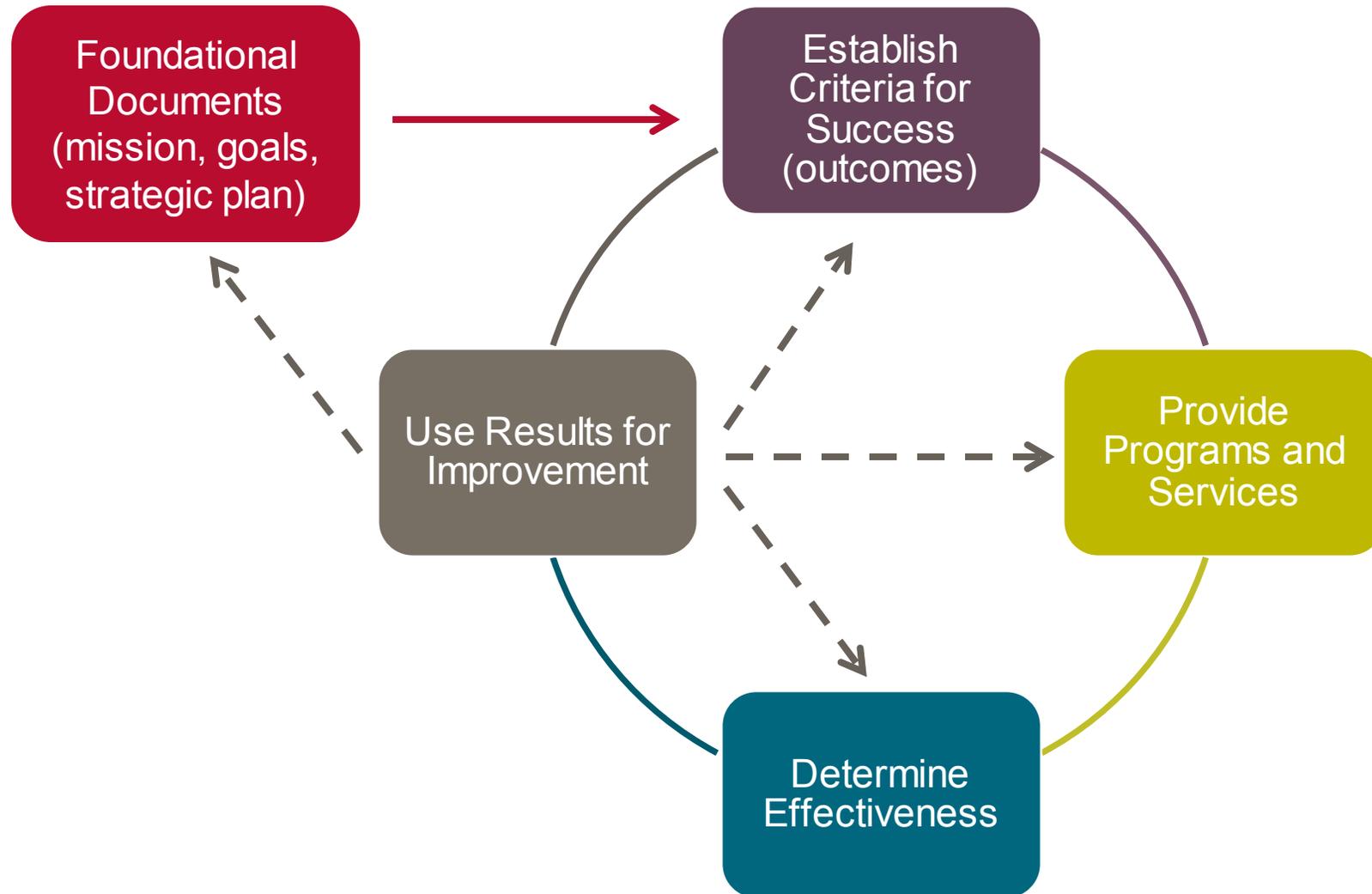
## Common Tools

- Primary use of the tool
- Pros/Cons
- How to get started

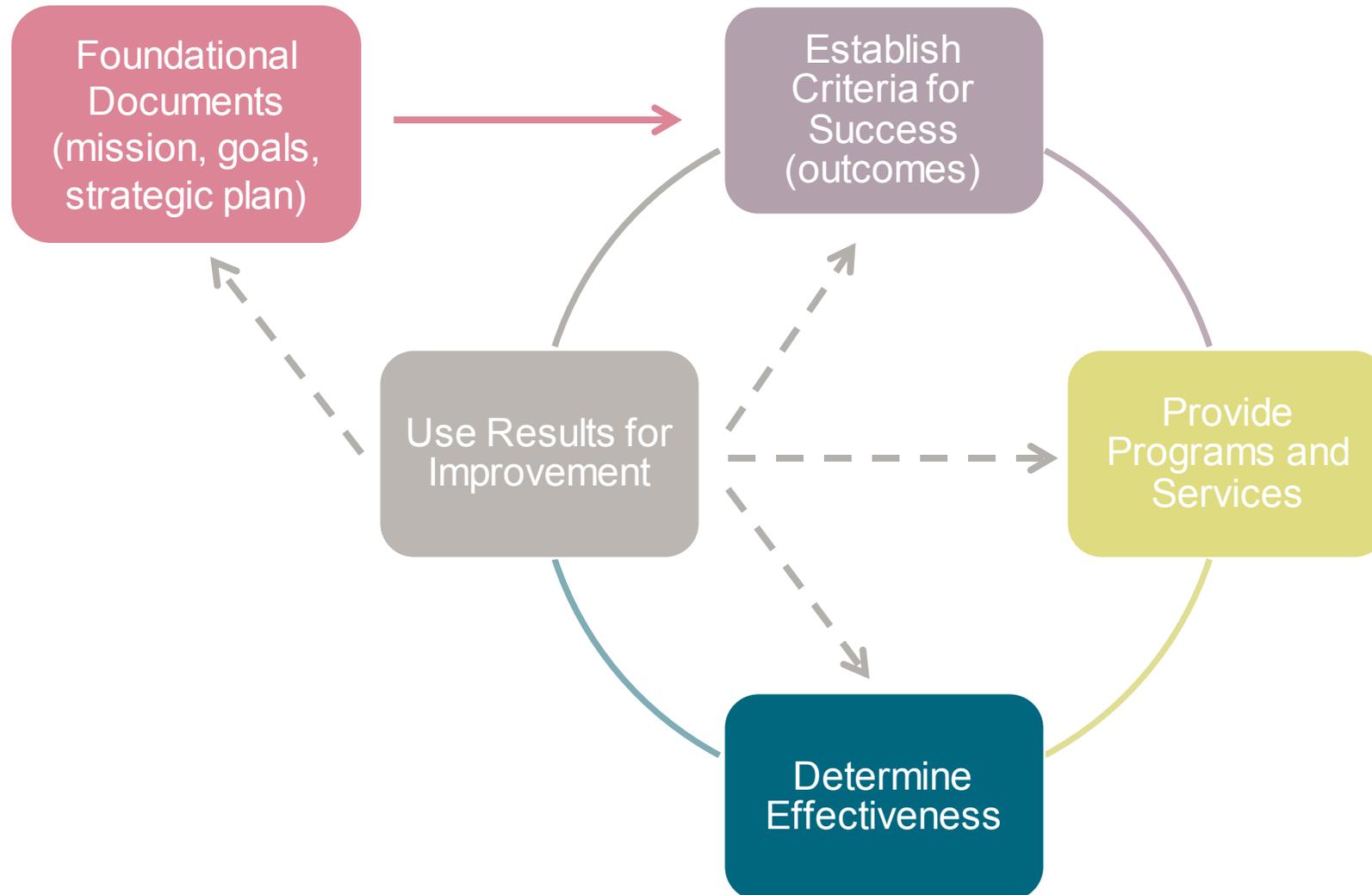
Breakout rooms for more in depth exploration



# Last Week: Assessment & Improvement Cycle



# Determining Effectiveness



# What to Consider When Selecting Your Tool



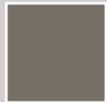
Research vs. Assessment



Quantitative vs. Qualitative Data



Counting vs. Impact



Direct vs. Indirect



# Surveys

# Surveys - Guiding Questions

- What are your questions? Do they align with goals/ objectives?
- Type of data you need (multiple choice vs. short answer)?
  - MC can limit responses, must assume you know all options
  - SA allows more data, but must be sorted/ coded
  - Try MC with "Other" as an option



# Surveys - Tips

When developing questions, put yourself in the survey taker's shoes

- Keep it short
- State the estimated time for completion
- Give the participant the information they need to stay engaged
- Question if wording may trip them up
- Don't require a field unless it's truly required
- Have internal and external colleagues review before publishing



# Surveys - Qualtrics

Qualtrics is an online survey tool

- Many question types
- Built-in mobile and accessibility checker
- Has some built-in analysis
- Exportable to Excel

Contact Annie to create an account



# Focus Groups

# Focus Group – What is it and when should I use one?

An organized group discussion (interview) around a given topic. It is usually a guided conversation (interview protocol) where thought and intention are given to who is being invited to this discussion (purposeful sampling) and what questions are being asked

Focus groups are advantageous:

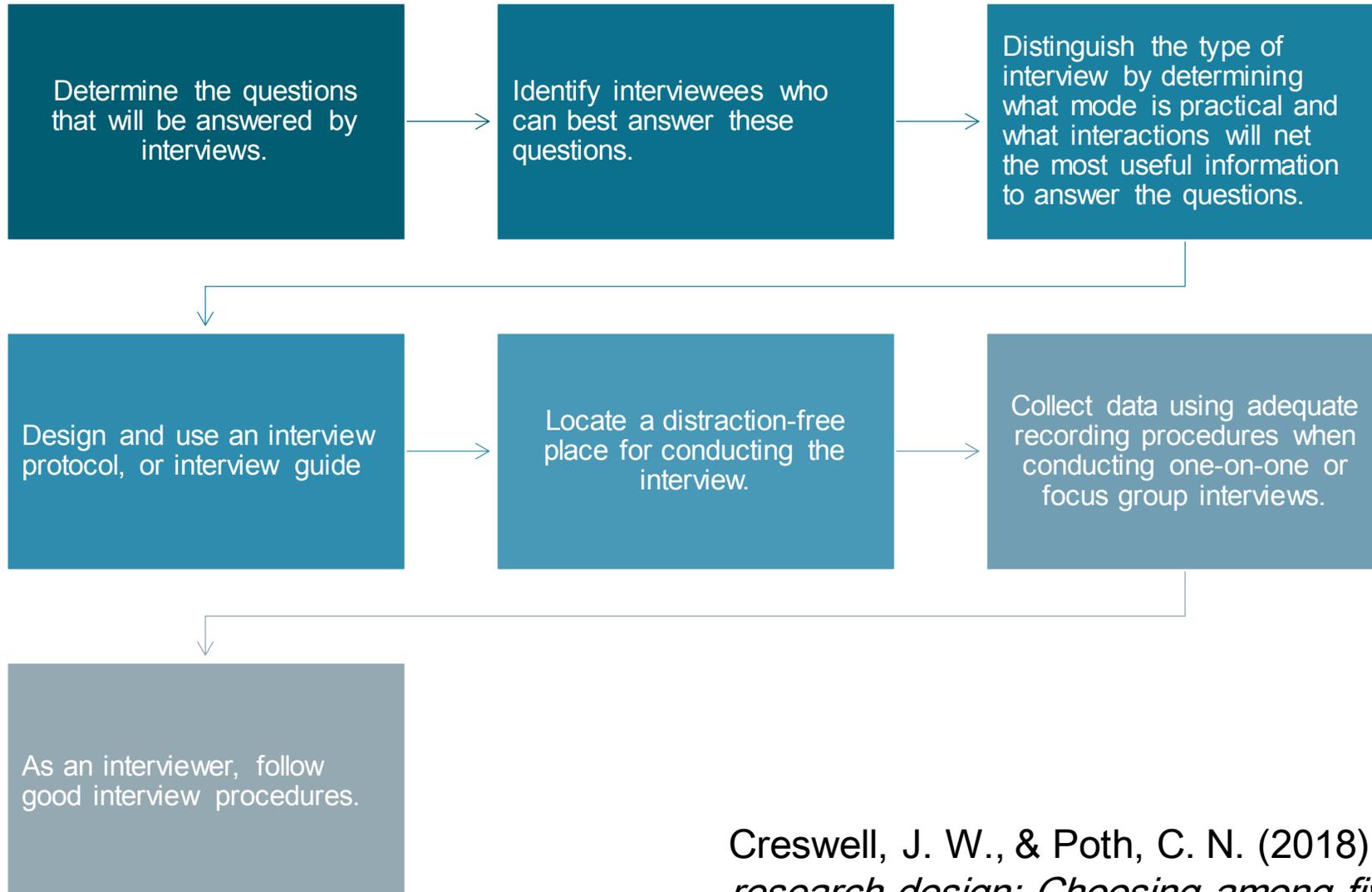
- when the interaction among interviewees will likely yield the best information
- when interviewees are similar and cooperative with each other
- when time to collect information is limited
- when individuals interviewed one-on-one may be hesitant to provide information

Regardless of interview mode, care must be taken to create an environment as comfortable as possible and, in group settings, to encourage all participants to talk and to monitor individuals who may dominate the conversation.

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches*.



# Focus Groups – Steps to conducting one



Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches*.

# Focus Groups – Sample Interview Protocol/Guide

**Time of Interview:**

**Date:**

**Place:**

**Interviewer:**

**Interviewee(s):**

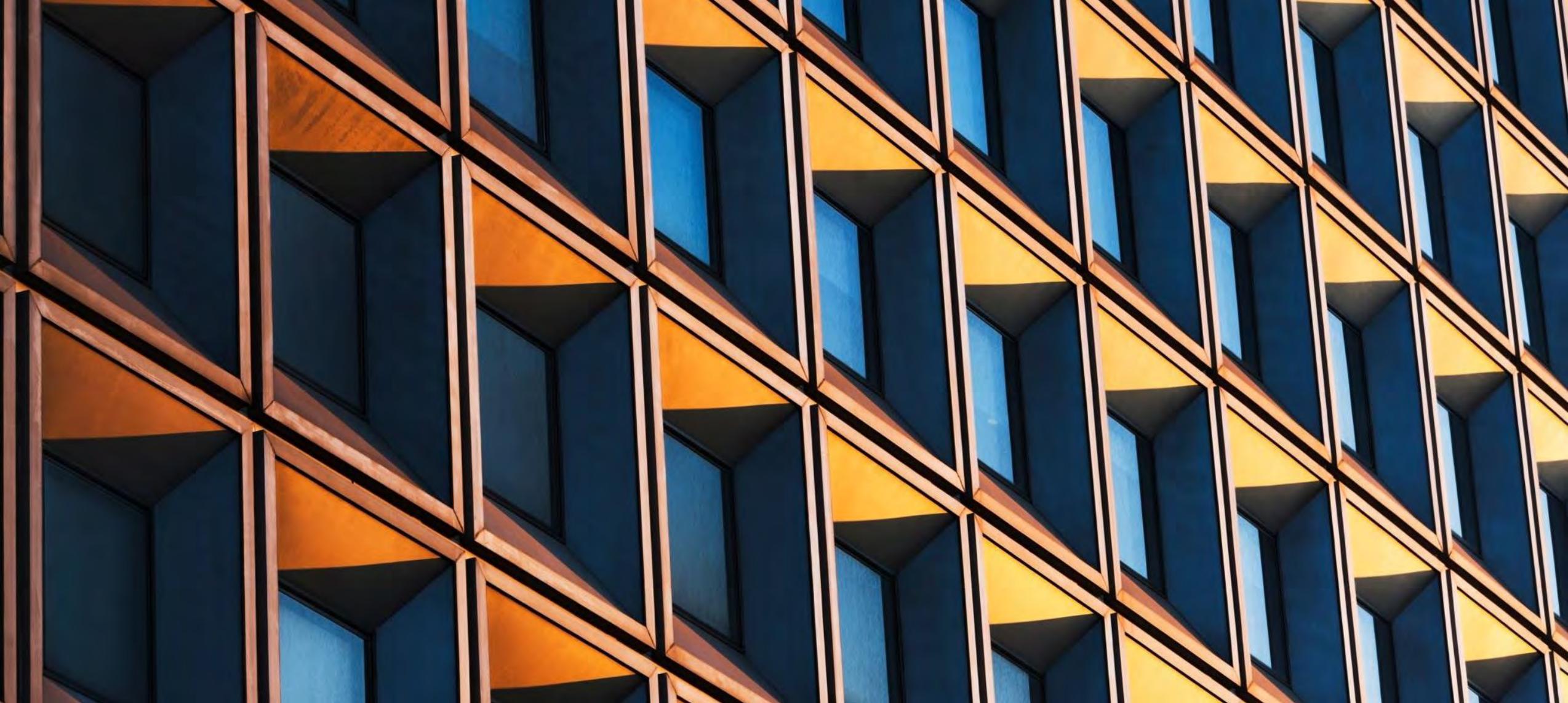
**(Briefly describe the project)**

**Questions:**

1. Tell me about yourself. How would you describe yourself?
2. How do you identify yourself? (race/ethnicity).
3. Why did you select [university]?
4. How would you describe your time at [university]?
5. What is it like being a biracial student at [university]?
6. How would you describe [university]?
7. What does sense of belonging mean to you? How would you define sense of belonging?
8. What, if anything, about [university] makes you feel a sense of belonging?
9. What, if anything, about [university] does not make you feel a sense of belonging?

Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry & research design: Choosing among five approaches*.

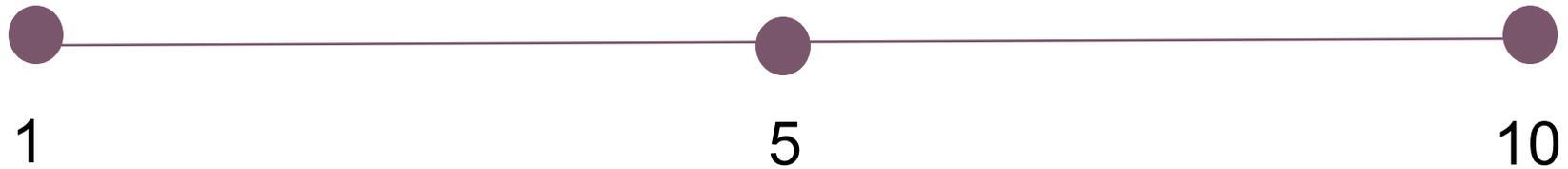




# Rubrics

# What works and doesn't work?

On a scale of 1-10, how would you rate your pain?



# What is a Rubric?

A chart of outcomes and the knowledge, skills, and/or abilities you expect to see at each level of growth

→ Scale moves from least to greatest →

List of Outcomes	Measurement 1 - Lowest	Measurement 2	Measurement 3 - Highest
Outcome #1	Expected knowledge, skills, abilities	Expected knowledge, skills, abilities	Expected knowledge, skills, abilities
Outcome #2	Expected knowledge, skills, abilities	Expected knowledge, skills, abilities	Expected knowledge, skills, abilities
Outcome #3	Expected knowledge, skills, abilities	Expected knowledge, skills, abilities	Expected knowledge, skills, abilities
Outcome #4	Expected knowledge, skills, abilities	Expected knowledge, skills, abilities	



# What is a Rubric?

A chart of outcomes and the knowledge, skills, and/or abilities you expect to see at each level of growth

List of Outcomes	Unsatisfactory (-1) Feedback	Baseline Expectations/Satisfactory (0)	Excellent (+1) Feedback
Outcome #1	Example/Feedback	Expected knowledge, skills, abilities	Example/Feedback
Outcome #2	Example/Feedback	Expected knowledge, skills, abilities	Example/Feedback
Outcome #3	Example/Feedback	Expected knowledge, skills, abilities	Example/Feedback
Outcome #4	Example/Feedback	Expected knowledge, skills, abilities	Example/Feedback



# Examples

## Verbal Communication Outcomes Student Leader Learning Outcomes (SLLO) Project

VERBAL COMMUNICATION OUTCOMES	NOVICE	TRANSITION	INTERMEDIATE	TRANSITION	ADVANCED
	Awareness or Base Level Knowledge	From Novice to Intermediate	Apply the concept somewhat	From Intermediate to Advanced	Intentional and Effective Application
CONTENT: Clarity of Purpose	Does not state purpose or outcomes of presentation		States purpose of presentation and/or outcomes but they are ambiguous or vague		States clear purpose and outcomes of presentation
CONTENT: Structure	Has weak beginning, development, and/or conclusions; transitions are consistently awkward or deficient; presentation or transitions need significant improvement		Has adequate beginning, development, and conclusion; transitions are adequate; presentation or transitions could be improved		Has clear and appropriate beginning, development, and conclusion; transitions are also clear and appropriate.
CONTENT: Knowledge Base	Seems uncomfortable with the content; cannot answer questions satisfactorily		Seems somewhat comfortable with the content; can answer only some questions satisfactorily		Seems completely comfortable with the content; can answer all questions satisfactorily

### Definition Of Verbal Communication:

"Communication is the exchange of thoughts, messages, or information, as by speech, signals, writing, or behavior."

The basis of communication is the interaction between people. Verbal communication is one way for people to communicate face-to-face. Some of the key components of verbal communication are sound, words, speaking, and language. Since the majority of speaking is an interpersonal process, to communicate effectively we must not simply clean up our language, but learn to relate to people. Some of the major areas of public speaking are speaking to persuade, speaking to inform, and speaking to inspire or motivate. (Taken directly from [http://cobweb2.louisville.edu/faculty/regbruce/bruce//mgmtwebs/commun\\_f98/Verbal.htm](http://cobweb2.louisville.edu/faculty/regbruce/bruce//mgmtwebs/commun_f98/Verbal.htm))

### Key Components of Verbal Communication:

#### Elements:

- Content
- Purpose
- Audience analysis/involvement
- Organization
- Creativity
- Use of audio-visual
- Speaking/voice

- Length
- Eye contact

#### Formats:

- Meetings
- Interviews
- Presentations
- One on one

### Outcomes:

#### Students will be able to:

- Effectively communicate verbally for a wide variety of purposes and audiences
- Maintain self confidence when speaking to an audience
- Accurately convey the intent of their message when speaking
- Structure a speech that is clear and easy to follow
- Select appropriate audio/visual support methods and materials
- Use at least one popular software program to create a presentation
- Use mainstream technology in conjunction with this software to deliver a presentation (e.g., laptops, projectors)
- Effectively adjust their presentation styles to appropriately address the audience
- Exhibit behaviors and mannerisms associated with successful presentations (e.g., voice, pace, dress, gestures, eye contact, etc.)
- Field questions from the audience and address them satisfactorily

<https://sllo.tamu.edu/>

# Examples

	Poor	Insufficient	Adequate	Exceptional
<b>Background/ Description</b>	<p>Poor quality or missing</p> <p>Score: 0</p>	<ul style="list-style-type: none"> <li>- Synthesized but with minimal or no discussion</li> <li>- Minimally relates to project</li> <li>- Goals are not reasonable or stated clearly</li> </ul> <p>Score: 3</p>	<ul style="list-style-type: none"> <li>- Synthesized in support of the project's hypothesis</li> <li>- Questions are raised to support the project</li> <li>- Includes goals that are reasonable and clearly stated</li> </ul> <p>Score: 6</p>	<ul style="list-style-type: none"> <li>- Includes significant information from the field of study</li> <li>- Thoroughly analyzed</li> <li>- Impressive depth of insight/analysis</li> </ul> <p>Score: 9</p>
<b>Hypothesis/ Question/ Creative Exploration</b>	<p>Poor quality or missing</p> <p>Score: 0</p>	<ul style="list-style-type: none"> <li>- Vague or not a focus of proposal</li> </ul> <p>Score: 2</p>	<ul style="list-style-type: none"> <li>- Stated clearly</li> <li>- Predicts a relationship or trend</li> <li>- Gives specific direction to the prediction</li> </ul> <p>Score: 4</p>	<ul style="list-style-type: none"> <li>- Viable, critical question</li> <li>- Rationale is provided</li> </ul> <p>Score: 6</p>
<b>Methodology or Process</b>	<p>Poor quality or missing</p> <p>Score: 0</p>	<ul style="list-style-type: none"> <li>- Not clearly or completely developed</li> <li>- Needs further explanation</li> </ul> <p>Score: 2</p>	<ul style="list-style-type: none"> <li>- Clearly stated</li> <li>- Related to the specific disciplinary field</li> <li>- Follows standard procedures</li> </ul> <p>Score: 4</p>	<ul style="list-style-type: none"> <li>- Presents a new concept or unique way of examining the question or hypothesis</li> </ul> <p>Score: 6</p>
<b>Timeline</b>	<p>Poor quality or missing</p> <p>Score: 0</p>	<ul style="list-style-type: none"> <li>- Unreasonable</li> <li>- Not achievable within the term of the award</li> </ul> <p>Score: 2</p>	<ul style="list-style-type: none"> <li>- Reasonable</li> <li>- Achievable within the term of the award</li> </ul> <p>Score: 4</p>	

# Rubric Calibration Process

To ensure consistency across multiple users of a rubric, you must calibrate the instrument.

1. Identify a variety of samples
2. Identify a wide variety of rubric users
3. Users are trained on the rubric
4. Users then score the samples based on their analysis of the rubric
5. Scores are compared to see where differences are
6. Rubric and/or training is improved



# **Document & Meeting Analysis**

# Document & Meeting Analysis

## Good For

- Identifying trends
- Identifying new assessment questions/responses

## How to Analyze

- Rubric
- Coding themes

## When to Use

- Student/Organization Advising Notes
- Reflection Opportunities
- Anytime you have qualitative data (open ended answers on a survey, in a focus group, or in an interview)



# Coding Data

Coding = Identifying themes

1. Review several samples to get a broad sense of content
2. Begin identifying themes
  - Keep a list of these
  - Develop a consistent definition
3. Note the number of times you see that theme appear



# How did you benefit from attending this event?

This event was awesome! I loved getting to meet new people and make new friends.

The food

Meeting other people from different floors

I didn't benefit. I wish I had spent my time elsewhere.

I met three new people on my floor, and I'm looking forward to meeting up with them more.

There were three people from my chemistry class who were also at the event. We are creating a study group to help one another this semester.

The food was really good, and I learned it's not as scary as I thought it would be to meet new people.

Cool event, I learned that my roommate is really into zombies, I met a bunch of new friends.

# Using Creative Technology

# Involvement Network

## Post Event Feedback

Post Event Feedback will allow attendees to anonymously rate and answer questions following an event. They will be notified with a link that expires 72 hours after the notification is sent. Event Evaluation Questions are not required and will not be sent within the notification unless they are added.

- Automatically send Post Event Feedback notification after event  
*When turned off, users with management access to the event can still send the notification manually from the Manage Event page*

### Event Ratings

All event attendees can anonymously rate the event on a 5 star scale and leave an optional comment.

### Event Evaluation Questions

If questions are added, all event attendees will be able to anonymously answer.

#### Question Instructions

Include a summary or instructions about the questions the respondent is about to answer

- Add Summary

#### Summary Text

The following questions are to inquire about your interest in events like this as well as an opportunity to be reminded of upcoming events and a chance to enter special giveaways!

#### Question 1

- \* Add your question text

Would you like to see more programming like this where you are able to co

- \* Add question answer(s)

*Place one answer per line*

..

#### Preview

Would you like to see more programming like this where you are able to come and go as you please?

- Yes

# Kahoot!

**Kahoot!** Kahoot! for formative assessment [Settings](#) [Exit](#) [Done](#)

1 Quiz  
Determine what type of knowledg...  
20 

2 Quiz  
Replace this with a simple questio...  
20 

3 True or false  
Replace this with a quick true/fals...  
20 

[Add question](#)  
[Question bank](#)  
[Import from spreadsheet](#)

Determine what type of knowledge you are trying to assess. Replace this with a simple introductory question.

20 sec

Points  
1000

 [Remove](#)

Image reveal  
Original 3x3 5x5 8x8

▲ Plausible answer     ◆ Correct answer

● Silly answer     ■ Incorrect answer

# Jamboard

Brass and Percussion 2020-10-5 - Sou... 1/4

Background Clear frame Open on a Jamboard

Post one thing that was good on a **yellow** sticky  
and one thing that needs improvement on a **pink** sticky

**Performance No. 1**

**The notes were correct**

**good tone**

**There were some moments where they were not in sync.**

**Their pitch was good**

**Some people were a little behind.**

**Their pitch didn't sound correct**

**they were echoing**

**Their timing was a little off**

**Some people were a little behind at the beginning.**

**the beat was a little off at the beginning.**

**The articulation was good.**

**They had good rythem**

**They tongued the notes very well and it sounded like they played together.**

**The part 2 and part1 sounds so nicely together!**

**they were playing together mostly**

**At the end they had more rhythm**

**They were playing on beat (mostly)**

**Their sound was great**

**The articulation really stuck out.**

**their tone was wonderful.**

# Quizlet

Input terms and definitions to create a study set at [quizlet.com](https://quizlet.com)

ingenious	clever, resourceful
	  
_____	_____
TERM	DEFINITION
English	English

Use a study set in variety ways...

 LEARN	 FLASHCARDS	 WRITE	 SPELL
 TEST	 MATCH	 GRAVITY	 LIVE



# Quizlet

# Peer Review

# Peer Review

Departmental reviews every 5 years

Overseen by the UGA Office of Assessment

Review teams created to determine current status and provide recommendations

