Assessment Tools

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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

- Foundational Documents (mission, goals, strategic plan)
- Establish Criteria for Success (outcomes)
- Use Results for Improvement
- Provide Programs and Services
- Determine Effectiveness
Determining Effectiveness

- Foundational Documents (mission, goals, strategic plan)
- Establish Criteria for Success (outcomes)
- Provide Programs and Services
- Use Results for Improvement
- Determine 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 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.

Focus Groups – Steps to conducting one

- Determine the questions that will be answered by interviews.
- Identify interviewees who can best answer these questions.
- Distinguish the type of interview by determining what mode is practical and what interactions will net the most useful information to answer the questions.
- Design and use an interview protocol, or interview guide.
- Locate a distraction-free place for conducting the interview.
- Collect data using adequate recording procedures when conducting one-on-one or focus group interviews.

As an interviewer, follow good interview procedures.

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?  
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?

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

<table>
<thead>
<tr>
<th>List of Outcomes</th>
<th>Measurement 1 - Lowest</th>
<th>Measurement 2</th>
<th>Measurement 3 - Highest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
</tr>
<tr>
<td>Outcome #2</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
</tr>
<tr>
<td>Outcome #3</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
</tr>
<tr>
<td>Outcome #4</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
<td>Expected knowledge, skills, abilities</td>
</tr>
</tbody>
</table>
What is a Rubric?

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

<table>
<thead>
<tr>
<th>List of Outcomes</th>
<th>Unsatisfactory (-1) Feedback</th>
<th>Baseline Expectations/Satisfactory (0)</th>
<th>Excellent (+1) Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outcome #1</td>
<td>Example/Feedback</td>
<td>Expected knowledge, skills, abilities</td>
<td>Example/Feedback</td>
</tr>
<tr>
<td>Outcome #2</td>
<td>Example/Feedback</td>
<td>Expected knowledge, skills, abilities</td>
<td>Example/Feedback</td>
</tr>
<tr>
<td>Outcome #3</td>
<td>Example/Feedback</td>
<td>Expected knowledge, skills, abilities</td>
<td>Example/Feedback</td>
</tr>
<tr>
<td>Outcome #4</td>
<td>Example/Feedback</td>
<td>Expected knowledge, skills, abilities</td>
<td>Example/Feedback</td>
</tr>
</tbody>
</table>
**Examples**

<table>
<thead>
<tr>
<th>VERBAL COMMUNICATION OUTCOMES</th>
<th>NOVICE</th>
<th>TRANSITION</th>
<th>INTERMEDIATE</th>
<th>TRANSITION</th>
<th>ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT: Clarity of Purpose</td>
<td>Does not state purpose or outcomes of presentation</td>
<td>States purpose of presentation and/or outcomes but they are ambiguous or vague</td>
<td>States clear purpose and outcomes of presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTENT: Structure</td>
<td>Has weak beginning, development, and conclusion; transitions are consistently awkward or deficient; presentation or transitions need significant improvement</td>
<td>Has adequate beginning, development, and conclusion; transitions are adequate; presentation or transitions could be improved</td>
<td>Has clear and appropriate beginning, development, and conclusion; transitions are also clear and appropriate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CONTENT: Knowledge Base</td>
<td>Seems uncomfortable with the content; cannot answer questions satisfactorily</td>
<td>Seems somewhat comfortable with the content; can answer only some questions satisfactorily</td>
<td>Seems completely comfortable with the content; can answer all questions satisfactorily</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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/egbri/Commun_098/Verbal.htm](http://cobweb2.louisville.edu/faculty/egbri/Commun_098/Verbal.htm))

**Key Components of Verbal Communication:**

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

**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

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Insufficient</th>
<th>Adequate</th>
<th>Exceptional</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Background/</td>
<td>Poor quality or missing</td>
<td>- Synthesized but with minimal or no discussion</td>
<td>- Synthesized in support of the project’s hypothesis</td>
<td>- Includes significant information from the field of study</td>
</tr>
<tr>
<td>Description</td>
<td>Score: 0</td>
<td>- Minimally relates to project</td>
<td>- Questions are raised to support the project</td>
<td>- Thoroughly analyzed</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Goals are not reasonable or stated clearly</td>
<td>- Includes goals that are reasonable and clearly stated</td>
<td>- Impressive depth of insight/analysis</td>
</tr>
<tr>
<td>**Hypothesis/</td>
<td>Poor quality or missing</td>
<td>- Vague or not a focus of proposal</td>
<td>- Stated clearly</td>
<td>- Viable, critical question</td>
</tr>
<tr>
<td>Question/Creative</td>
<td>Score: 0</td>
<td>- Predicts a relationship or trend</td>
<td>- Predicts a relationship or trend</td>
<td>- Rationale is provided</td>
</tr>
<tr>
<td>Exploration</td>
<td></td>
<td>- Gives specific direction to the prediction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Methodology or</td>
<td>Poor quality or missing</td>
<td>- Not clearly or completely developed</td>
<td>- Clearly stated</td>
<td>- Presents a new concept or unique way of examining the question or hypothesis</td>
</tr>
<tr>
<td>Process</td>
<td>Score: 0</td>
<td>- Needs further explanation</td>
<td>- Related to the specific disciplinary field</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Follows standard procedures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Timeline</strong></td>
<td>Poor quality or missing</td>
<td>- Unreasonable</td>
<td>- Reasonable</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Score: 0</td>
<td>- Not achievable within the term of the award</td>
<td>- Achievable within the term of the award</td>
<td></td>
</tr>
</tbody>
</table>
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
<table>
<thead>
<tr>
<th>How did you benefit from attending this event?</th>
</tr>
</thead>
<tbody>
<tr>
<td>This event was awesome! I loved getting to <strong>meet new people and make new friends.</strong></td>
</tr>
<tr>
<td><strong>The food</strong></td>
</tr>
<tr>
<td><strong>Meeting other people</strong> from different floors</td>
</tr>
<tr>
<td>I didn't benefit. I wish I had spent my time elsewhere.</td>
</tr>
<tr>
<td><strong>I met three new people</strong> on my floor, and I'm looking forward to meeting up with them more.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td><strong>The food was really good</strong>, and I learned it's not as scary as I thought it would be to <strong>meet new people.</strong></td>
</tr>
<tr>
<td>Cool event, I learned that my roommate is really into zombies, I <strong>met a bunch of new friends.</strong></td>
</tr>
</tbody>
</table>
Using Creative Technology
Involvement Network
Kahoot!

Determine what type of knowledge you are trying to assess. Replace this with a simple introductory question.
Post one thing that was good on a **yellow** sticky

and one thing that needs improvement on a **pink** sticky

**The notes were correct**

**Their pitch was good**

**They had good rhythm**

**The articulation was good.**

**They tended to the notes very well and it sounded like they played 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.**

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

**Some people were a little behind.**

**Their pitch didn't sound correct.**

**They were echoing.**

**Their timing was a little off.**

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

**The sound was great.**

**Their tone was wonderful.**
Quizlet

Input terms and definitions to create a study set at quizlet.com

ingenious

TERM

English

clever, resourceful

DEFINITION

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