Developing Administrative Methods of Assessment

Assessment Measurement & Analysis
Assessment Training 3
Thursday, October 20, 2011
Methods of Assessing Outcomes

- Should provide an objective means of supporting the outcomes, quality, efficiency or productivity of programs, operations, activities or services
- Should indicate how you will assess each of your outcomes
- Should indicate when you will assess each outcome
- Provide at least two ways to assess each outcome
Categories of Assessment Methods

- **student learning**
  - **direct assessments** evaluate the competence of students
    - exam scores, rated portfolios
  - **indirect assessments** evaluate the perceived learning
    - student perception, employer perception

- **program or unit processes**
  - **direct assessments** evaluate actual performance
    - error rates, time, cost, efficiency, productivity
  - **indirect assessments** evaluate the perceived performance
    - perceived satisfaction, perceived timeliness, perceived capability
Examples of Direct Methods

- Samples of work assignments
- Projects or presentations
- Project embedded assessment
- Documented observation and analysis of behavior or performance
- Activity logs
- Case study/problems
- Interviews (including videotaped)
Examples of Indirect Methods

- Questionnaires and Surveys
  - Students
    - Prospective
    - Current
    - Non-returning
    - Alumni
  - Customers
  - Employees
Describing Assessment Methods

- **What** are you going to use?
  - presentation, assignment, survey, observation, performance rating
- **Of and/or by** whom?
  - student, employee, focus group, customers
- **Context** (e.g., where or when)?
  - point-of-service, throughout the year, annually
- **For what** purpose?
  - desired intended outcome

- *example*: *Observe employees annually for their level of efficiency in performing XYZ.*
# Creating Assessment Methods

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Locally Developed Surveys

- **institutional level**
  - alumni survey
  - academic advising survey
  - student survey
  - image survey
  - customer satisfaction survey (Xavier’s Institutional Effectiveness Survey)

- **program or unit level**
  - customer surveys
  - program-specific surveys
  - advisory board surveys
  - student surveys
  - graduating senior survey
  - employee exit interviews
  - employee surveys
Hints on Selecting Methods

- **match assessment method with the intended outcome**
  - Maintenance will complete routine work orders in a timely manner.
  - Review of completed work orders for length of time from open to closure.
  - Review number of repeat work order requests for same service. 
    
    *Not related to outcome*

- **the assessment results should be usable**
  - Resident Assistants training effectively prepares them for their role as an RA.
  - RAs will be surveyed at the end of the academic year to determine the effectiveness of various aspects of the training.
  - RAs will complete Resident Assistant Training program. Completion of the program will be recorded.
  - *Which is more useful of the two RA assessments?*
Hints on Selecting Methods

- results should be easily interpreted and unambiguous
- data should not be difficult to collect or access
- information should be directly controllable by the unit or program
- identify multiple methods for assessing each outcome
  - direct and indirect methods
  - qualitative and quantitative
  - passive or active methods
  - conducted by different groups
- identify subcomponents where other methods may be used that allow deeper analysis
Hints on Selecting Methods

- use methods that can assess both the strengths and weaknesses of your department or initiative
- when using surveys, target all stakeholders
- build on existing data collection
  - accreditation criteria
  - program review
Selecting the “Best” Assessment Methods (Best Practices)

- relationship to assessment — provide you with the information you need
- reliability — yields consistent responses over time
- validity — appropriate for what you want to measure
- timeliness and cost — preparation, response, and analysis time; opportunity and tangible costs
- motivation — provides value to student, respondents are motivated to participate
- other
  - results easy to understand and interpret
  - changes in results can be attributed to changes in the service
After Identifying the Potential List of Assessment Methods You Need to...

- select the “best” ones
  - identify at least two methods for assessing each outcome
- consider possible performance targets for the future
  - balance between stretch targets versus achievable targets

- **Examples of methods**
  - survey customers at the end of the year as to their satisfaction with services provided (indirect method)
  - Customers will rate their likelihood of recommending service to others on an evaluation form provided upon completion of service.
After Identifying the Potential List of Assessment Methods You Need to...

- develop assessment instruments
  - surveys
  - evaluation forms
  - assignments
  - scoring rubrics

- ideally you want them to be reliable, valid, and cheap

- approaches
  - use external sources
  - seek help from internal sources (e.g., University Planning, Institutional Research & Assessment Office)
  - do it yourself
    - the instrument may need to be modified based on assessment results
Example

- **Outcome:** Clients will receive timely analyses of survey results. (Institutional Research)
  - 95% of the results are properly analyzed and provided to the client within 3 - 4 weeks of survey administration as obtained by measuring the time it takes to deliver the survey results from the time of administration (direct measurement of timeliness).
  - 95% of our clients are “satisfied” or “very satisfied” with the perceived timeliness obtained through a customer survey given at the point of service (indirect measurement of timeliness).
Example

- **Outcome:** Increase the number of employers that participate in recruiting activities. (Career Services)

  - Attendance will be logged noting overall employer attendance at all recruiting activities. (Direct method).
  
  - Review acceptance responses to determine the number of different employers represented at recruitment activities. (Direct method).
Example

- **Outcome:** Increase the total dollar amount of donations collected during the Capital Campaign. (Institutional Advancement)
  - Count of total dollars received (Direct method)
  - Review of dollars pledged during open campaign. (Direct method)
Challenges and Pitfalls

- One size does not fit all — some methods work well for one program but not others.
- Do not try to do the perfect assessment all at once — take a continuous improvement approach based upon the three year cycle.
- Allow for ongoing feedback.
- Match the assessment method to the outcome and not vice-versa.
When is Assessment Successful?

- When people measure their performance, implement changes, and improve their performance
- When the program or service improves as a result of the assessment process